

Missouri State University

The following information was submitted through the [STARS Reporting Tool](#).

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The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the [process for inquiring](#) about the information reported by an institution.

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

"---" indicates that no data was submitted for this field

Institution type:

Master

Institutional control:

Public

Which campus features are present and included in the institutional boundary?:

	Present?	Included?
Agricultural school	Yes	Yes
Medical school	No	No
Pharmacy school	Yes	Yes
Public health school	No	No
Veterinary school	No	No
Satellite campus	Yes	No
Hospital	No	No
Farm larger than 5 acres or 2 hectares	Yes	No
Agricultural experiment station larger than 5 acres or 2 hectares	Yes	No

Reason for excluding agricultural school:

N/A

Reason for excluding medical school:

N/A

Reason for excluding pharmacy school:

N/A

Reason for excluding public health school:

N/A

Reason for excluding veterinary school:

N/A

Reason for excluding satellite campus:

The Missouri State University system has four physical campuses:

- (1) The main campus in Springfield, MO
- (2) West Plains, MO., offering two-year associate's degrees
- (3) Mountain Grove, MO., focusing on fruit science and agriculture research
- (4) Dalian, China, in partnership with Liaoning Normal University.

Like the first AASHE STARS for Missouri State in 2011, this report only evaluates the main campus in Springfield.

Reason for excluding hospital:

N/A

Reason for excluding farm:

The Journagan Ranch is a 3,300 acre working cattle ranch located 60 miles from Springfield and 10 miles from Mountain Grove. This AASHE STARS report only evaluates the main campus in Springfield.

Reason for excluding agricultural experiment station:

The Missouri State Fruit Experiment Station is located on a satellite campus in Mountain Grove, MO. This AASHE STARS report only evaluates the main campus in Springfield.

Narrative:

Missouri State University is a public, comprehensive university system with a mission in public affairs. Our purpose is to develop fully educated persons with a focus on ethical leadership, cultural competence and community engagement.

Operational Characteristics

Criteria

n/a

"---" indicates that no data was submitted for this field

Endowment size:

68,998,762 US/Canadian \$

Total campus area:

236 Acres

IECC climate region:

Mixed-Humid

Locale:

Mid-size city

Gross floor area of building space:

5,820,589 Gross Square Feet

Conditioned floor area:

Floor area of laboratory space:

228,640 Square Feet

Floor area of healthcare space:

19,213 Square Feet

Floor area of other energy intensive space:

383,502 Square Feet

Floor area of residential space:

648,678 Square Feet

Electricity use by source::

	Percentage of total electricity use (0-100)
--	---

Biomass	0.40
Coal	77.20
Geothermal	0
Hydro	2.30
Natural gas	2.40
Nuclear	0
Solar photovoltaic	0.10
Wind	4.60
Other (please specify and explain below)	13

A brief description of other sources of electricity not specified above:

Purchased Power from Southwest Power Pool

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0
Coal	0
Electricity	25
Fuel oil	0.50
Geothermal	0.50
Natural gas	74
Other (please specify and explain below)	0

A brief description of other sources of building heating not specified above:

Academics and Demographics

Criteria

n/a

"---" indicates that no data was submitted for this field

Number of academic divisions:

8

Number of academic departments (or the equivalent):

44

Full-time equivalent enrollment:

17,135

Full-time equivalent of employees:

2,307

Full-time equivalent of distance education students:

435

Total number of undergraduate students:

15,746

Total number of graduate students:

3,244

Number of degree-seeking students:

18,990

Number of non-credit students:

2,281

Number of employees:

2,798

Number of residential students:

3,740

Number of residential employees:

8

Number of in-patient hospital beds:

0

Academics

Curriculum

This subcategory seeks to recognize institutions that have formal education programs and courses that address sustainability. One of the primary functions of colleges and universities is to educate students. By training and educating future leaders, scholars, workers, and professionals, higher education institutions are uniquely positioned to prepare students to understand and address sustainability challenges. Institutions that offer courses covering sustainability issues help equip their students to lead society to a sustainable future.

Credit
Academic Courses
Learning Outcomes
Undergraduate Program
Graduate Program
Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Courses
Campus as a Living Laboratory

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Part 1

Institution offers sustainability courses and/or courses that include sustainability and makes an inventory of those courses publicly available.

Part 2

Institution's academic departments (or the equivalent) offer sustainability courses and/or courses that include sustainability.

In order to report and earn points for this credit, the institution must conduct a course inventory. The inventory should consist of two parts:

- 1) An inventory of sustainability courses that includes, at minimum, the title, department (or equivalent), and level of each course (i.e. undergraduate or graduate), as well as a brief description if the sustainability focus of the course is not apparent from its title
- 2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

A course may be a sustainability course or it may include sustainability; no course should be identified as both:

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *Standards and Terms* and the Credit Example in the [STARS Technical Manual](#). An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses and courses that include sustainability using the definitions outlined in *Standards and Terms* or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

This credit does not include continuing education and extension courses, which are covered by *EN 11: Continuing Education*.

Figures required to calculate the percentage of courses with sustainability content::

	Undergraduate	Graduate
Total number of courses offered by the institution	2,283	1,268
Number of sustainability courses offered	43	11
Number of courses offered that include sustainability	96	46

Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):

27

Total number of academic departments (or the equivalent) that offer courses (at any level):

44

Number of years covered by the data:

Three

A copy of the institution's inventory of its course offerings with sustainability content (and course descriptions):

[Sustainability Course Inventory.pdf](#)

An inventory of the institution's course offerings with sustainability content (and course descriptions):

The website URL where the inventory of course offerings with sustainability content is publicly available:

<http://www.missouristate.edu/Sustainability/Publications-and-Documents.htm>

A brief description of the methodology the institution followed to complete the course inventory:

All courses that the university offers were considered for review. After narrowing down to the courses which might fit the criteria, we requested the syllabi for these courses and reviewed them. The description of the courses we provide includes the course description gained from the syllabus or online catalog as well as an explanation of how sustainability is covered in the course gained from the syllabus.

The following courses were designated as sustainability focused:

- Courses that included the term “sustainable,” “sustainability,” or “green” (as it relates to sustainability) in the title
- Courses with course descriptions or primary objectives that addressed sustainability as a key focus of the course but did not explicitly use sustainability terminology
- Courses that focused on all 3 pillars of sustainability (environmental, economic and social)
- Courses that clearly focused on 1 or 2 of the pillars of sustainability, but addressed all 3 pillars at some point in the course
- Courses included in the Missouri State Sustainability Minor

Courses that were designated as sustainability related:

- Courses that include sustainability terminology or concepts as an objective/goal but not a primary objective/goal of the course
- Courses that include a unit, chapter or lecture on sustainability
- Courses that cover the 3 pillars of sustainability at some point in the course
- Courses that focus on 1 or 2 of the 3 pillars of sustainability, but do not address all 3 (ex. Women and Politics)

How did the institution count courses with multiple offerings or sections in the inventory?:

Each course was counted as a single course regardless of the number of offerings or sections

A brief description of how courses with multiple offerings or sections were counted (if different from the options outlined above):

Which of the following course types were included in the inventory?:

	Yes or No
Internships	No
Practicums	Yes
Independent study	No
Special topics	Yes
Thesis/dissertation	Yes
Clinical	No
Physical education	No
Performance arts	Yes

Does the institution designate sustainability courses in its catalog of course offerings?:

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution's students graduate from degree programs that include sustainability as a learning outcome or include multiple sustainability learning outcomes. Sustainability learning outcomes (or the equivalent) may be specified at:

- Institution level (e.g. covering all students)
- Division level (e.g. covering one or more schools or colleges within the institution)
- Program level
- Course level

This credit includes graduate as well as undergraduate programs. For this credit, “degree programs” include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of “sustainability learning outcomes” included in Standards and Terms.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may report graduates from sustainability-focused programs (i.e. majors, minors, concentrations and the equivalent as reported for *AC 3: Undergraduate Program* and *AC 4: Graduate Program*) in lieu of the above criteria.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Undergraduate Program

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for undergraduate students

And/or

- Undergraduate-level sustainability-focused minor or concentration (e.g. a concentration on sustainable business within a business major).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

"---" indicates that no data was submitted for this field

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for undergraduate students?:

No

The name of the sustainability-focused, undergraduate degree program (1st program):

A brief description of the undergraduate degree program (1st program):

The website URL for the undergraduate degree program (1st program):

The name of the sustainability-focused, undergraduate degree program (2nd program):

A brief description of the undergraduate degree program (2nd program):

The website URL for the undergraduate degree program (2nd program):

The name of the sustainability-focused, undergraduate degree program (3rd program):

A brief description of the undergraduate degree program (3rd program):

The website URL for the undergraduate degree program (3rd program):

The name and website URLs of all other sustainability-focused, undergraduate degree program(s):

Does the institution offer one or more sustainability-focused minors, concentrations or certificates for undergraduate students?:

Yes

The name of the sustainability-focused undergraduate minor, concentration or certificate (1st program):

Bachelor of Science in Geography - Geotourism Track

A brief description of the undergraduate minor, concentration or certificate (1st program):

Our Geotourism track of the Geography undergraduate degree is the first of its kind in the United States and one of only three worldwide. This track option is focused on using principles of sustainability to enhance and emphasize the distinctiveness of a destination for both residents and visitors. Our geotourism classes distinctly emphasize the importance of all areas of sustainability when it comes to tourism. Students learn how to protect tourist destinations for the benefit of the next generation.

The website URL for the undergraduate minor, concentration or certificate (1st program):

<http://geosciences.missouristate.edu/Geography/Geotourism-Track.htm>

The name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):

A brief description of the undergraduate minor, concentration or certificate (2nd program):

The website URL for the undergraduate minor, concentration or certificate (2nd program):

The name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):

A brief description of the undergraduate minor, concentration or certificate (3rd program):

The website URL for the undergraduate minor, concentration or certificate (3rd program):

The name, brief description and URL of all other undergraduate-level sustainability-focused minors, concentrations and certificates:

Graduate Program

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for graduate students

And/or

- Graduate-level sustainability-focused minor, concentration or certificate (e.g. a concentration on sustainable business within an MBA program).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

"---" indicates that no data was submitted for this field

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students?:

No

The name of the sustainability-focused, graduate-level degree program (1st program):

A brief description of the graduate degree program (1st program):

The website URL for the graduate degree program (1st program) :

The name of the sustainability-focused, graduate-level degree program (2nd program):

A brief description of the graduate degree program (2nd program):

The website URL for the graduate degree program (2nd program):

The name of the sustainability-focused, graduate-level degree program (3rd program):

A brief description of the graduate degree program (3rd program):

The website URL for the graduate degree program (3rd program):

The name and website URLs of all other sustainability-focused, graduate-level degree program(s):

Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:

No

The name of the graduate-level sustainability-focused minor, concentration or certificate (1st program):

A brief description of the graduate minor, concentration or certificate (1st program):

The website URL for the graduate minor, concentration or certificate (1st program):

The name of the graduate-level sustainability-focused minor, concentration or certificate (2nd program):

A brief description of the graduate minor, concentration or certificate (2nd program):

The website URL for the graduate minor, concentration or certificate (2nd program):

The name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):

A brief description of the graduate minor, concentration or certificate (3rd program):

The website URL for the graduate minor, concentration or certificate (3rd program):

The name and website URLs of all other graduate-level, sustainability-focused minors, concentrations and certificates:

Immersive Experience

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

For this credit, the program must meet one or both of the following criteria:

- It concentrates on sustainability, including its social, economic, and environmental dimensions

And/or

- It examines an issue or topic using sustainability as a lens.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

See the Credit Example in the STARS Technical Manual for further guidance.

"---" indicates that no data was submitted for this field

Does the institution offer at least one immersive, sustainability-focused educational study program that meets the criteria for this credit?:

Yes

A brief description of the sustainability-focused immersive program(s) offered by the institution:

Sustainability, the Environment and Globalization in the Developing World

Course Overview & Objectives: The course will be designed to help students identify the unique challenges faced by a developing country as the country's economy expands. The course will focus on strategies that are employed to ensure that growth is sustainable, the potential conflicts that arise between economic growth and the environment, and the effect that economic expansion and globalization has on culture and society. Students will also have an opportunity to learn about current agricultural practices in regards to production of soybeans, corn, wheat and meat products. They will learn about the similarities and differences in how these crops are cultivated in Brazil vs. Missouri.

The website URL where information about the immersive program(s) is available:

http://international.missouristate.edu/assets/studyaway/STFL_Brazil_AGR_2013-14_Final.pdf

Sustainability Literacy Assessment

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and may also address values, behaviors and/or beliefs. Assessments that focus exclusively on values, behaviors and/or beliefs are not sufficient to earn points for this credit.

Institution may conduct a follow-up assessment of the same cohort group(s) using the same instrument.

This credit includes graduate as well as undergraduate students.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Incentives for Developing Courses

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program specifically aims to increase student learning of sustainability.

Incentives may include release time, funding for professional development, and trainings offered by the institution.

Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Campus as a Living Laboratory

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning, applied research and practical work that advances sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination, Planning & Governance
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Public Engagement
- Other

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning and contributes to positive sustainability outcomes on campus (see the Credit Example in the [STARS Technical Manual](#)). On-campus internships and non-credit work (e.g. that take place under supervision of sustainability staff or committees) may count as long as the work has a learning component.

This credit does not include immersive education programs, co-curricular activities, or community-based work, which are covered by AC 5: *Immersive Experience*, credits in the Campus Engagement subcategory, and credits in the Public Engagement subcategory, respectively.

"---" indicates that no data was submitted for this field

Is the institution utilizing the campus as a living laboratory in the following areas?:

	Yes or No
--	-----------

Air & Climate	---
Buildings	---
Dining Services/Food	Yes
Energy	Yes
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---
Public Engagement	---
Other	Yes

A brief description of how the institution is using the campus as a living laboratory for Air & Climate and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Buildings and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Dining Services/Food and the positive outcomes associated with the work:

The Vegetable Production (AGP 441) class incorporates a hands on learning component by working in the Campus Garden several times throughout the course. Students assist with weeding and cleanup of crop debris, proper garden equipment management and adding soil and compost to the raised beds. Students helped plant seeds, transplants, and potatoes and also learned how to build cold frames, which are used to grow cool season crops. All of the tasks are accomplished according to the methods of sustainable food production taught in the course.

A brief description of how the institution is using the campus as a living laboratory for Energy and the positive outcomes associated with the work:

In fall 2014, a Senior Agriculture student began working with the Energy Management office on campus to conduct an energy audit at the Greenhouse in Karls Hall. The student was involved in identifying energy conservation and efficiency opportunities, vendor/product selection, researching funding sources and writing a proposal. The campus Energy Manager oversaw this process which provided education on energy management, sustainability and project management.

A brief description of how the institution is using the campus as a living laboratory for Grounds and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Purchasing and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Transportation and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Waste and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Water and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning &

Governance and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Diversity & Affordability and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Health, Wellbeing & Work and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Investment and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Public Engagement and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory in Other areas and the positive outcomes associated with the work:

Students in PBH 771 “Public Health Preparedness” evaluate campus buildings as potential emergency shelters. The criteria for the evaluation will be the Sphere Project’s minimum standards and the CDC’s guidelines (Environmental Health Assessment Form for Shelters). The Red Cross’s guidelines may be used in place of the CDC if desired. The evaluation will include a plan for the use of the building, including a drawing specific for the purpose, transportation, communication, healthcare, etc...The positive outcome for this project is primarily related to the university’s potential use as an emergency evacuation site in the event of a catastrophe such as a major earthquake at the New Madrid fault. The detailed plans for the use of campus buildings provide realistic assessments of how well buildings could serve as emergency shelters.

The website URL where information about the institution’s campus as a living laboratory program or projects is available:

Research

This subcategory seeks to recognize institutions that are conducting research on sustainability topics. Conducting research is a major function of many colleges and universities. By researching sustainability issues and refining theories and concepts, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges.

Credit
Academic Research
Support for Research
Access to Research

Academic Research

Criteria

Part 1

Institution's faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

Part 2

Institution's academic departments (or the equivalent) include faculty and staff who conduct sustainability research.

Any level of sustainability research is sufficient to be included for this credit. In other words, a researcher who conducts both sustainability research and other research may be included.

In order to report for this credit, the institution should conduct an inventory to identify its sustainability research activities and initiatives.

Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances. For example, an institution may distribute a survey to all faculty members and ask them to self-identify as being engaged in sustainability research or ask the chairperson of each department to identify the sustainability research activities within his or her department. The research inventory should be based on the definition of "sustainability research" outlined in Standards and Terms and include, at minimum, all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Support for Research

Responsible Party

Tamera Jahnke

Dean

College of Natural and Applied Sciences

Criteria

Institution encourages and/or supports sustainability research through one or more of the following:

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.
 - An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.
 - Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
 - Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.
-

"---" indicates that no data was submitted for this field

Does the institution have a program to encourage student sustainability research that meets the criteria for this credit?:

No

A brief description of the institution's program(s) to encourage student research in sustainability:

The website URL where information about the student research program is available:

Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit?:

A brief description of the institution's program(s) to encourage faculty research in sustainability:

The website URL where information about the faculty research program is available:

Has the institution formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:

No

A brief description or the text of the institution's policy regarding interdisciplinary research:

The website URL where information about the treatment of interdisciplinary research is available:

Does the institution provide ongoing library support for sustainability research and learning that meets the criteria for this credit?:

A brief description of the institution's library support for sustainability research and learning:

The website URL where information about the institution's library support for sustainability is available:

Access to Research

Criteria

Institution has a formally adopted open access policy that ensures that versions of all future scholarly articles by faculty and staff and all future theses and dissertations are deposited in a designated open access repository.

The open access repository may be managed by the institution or the institution may participate in a consortium with a consortial and/or outsourced open access repository.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Engagement

Campus Engagement

This subcategory seeks to recognize institutions that provide their students with sustainability learning experiences outside the formal curriculum. Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understandings of sustainability principles. Institution-sponsored co-curricular sustainability offerings, often coordinated by student affairs offices, help integrate sustainability into the campus culture and set a positive tone for the institution.

In addition, this subcategory recognizes institutions that support faculty and staff engagement, training, and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

Student Educators Program

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution coordinates an ongoing peer-to-peer sustainability outreach and education program for degree-seeking students. The institution:

- Selects or appoints students to serve as educators and formally designates the students as educators (paid and/or volunteer),
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or other financial support to the program.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education and/or non-credit students are excluded from this credit.

This credit recognizes ongoing student educator programs that engage students on a regular basis. For example, student educators may be responsible for serving (i.e. directly targeting) a particular subset of students, such as those living in residence halls or enrolled in certain academic subdivisions. Thus, a group of students may be served by a program even if not all of these students avail themselves of the outreach and education offerings.

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by *EN 5: Outreach Campaign* and *EN 3: Student Life*.

"---" indicates that no data was submitted for this field

Does the institution coordinate one or more ongoing student, peer-to-peer sustainability outreach and education programs that meet the criteria for this credit?:

Yes

Number of degree-seeking students enrolled at the institution:

18,990

Name of the student educators program (1st program):

Student Sustainability and Recycling Coordinator Program

Number of students served (i.e. directly targeted) by the program (1st program):

3,740

A brief description of the program, including examples of peer-to-peer outreach activities (1st program):

Student Recycling Coordinators assist with outreach and recycling in the residence halls. Coordinators have three main duties:

- (1) provide education and raise awareness regarding sustainability and recycling for their assigned residence halls,
- (2) perform recycling services for the Residence Life, Housing and Dining Services facilities following established procedures and guidelines,
- (3) work with floor volunteers to handle the recycling processes of their assigned residence hall,
- (4) serve on and/or support the Live Life Green Residence Life Sustainability Committee.

A brief description of how the student educators are selected (1st program):

Students submit an application and complete an interview process through Residence Life, Housing and Dining Services. Candidates are selected according to passion and experience.

A brief description of the formal training that the student educators receive (1st program):

The students receive training and expectations with our Coordinator of Facilities and Operations regarding the educational component of their position (including programming, publicity, etc.). They will continue to receive on-going training throughout the year as well. Recycling Coordinators receive additional training by our Custodial Supervisor and our Custodial Specialist regarding recycling services procedures and guidelines.

A brief description of the financial or other support the institution provides to the program (1st program):

Residence Life, Housing and Dining Services supports the hiring, training, and pay for the student workers. Students earn \$8.00 per hour with 10 hours expected per week.

Name of the student educators program (2nd program):

Eco-Reps

Number of students served (i.e. directly targeted) by the program (2nd program):

17,093

A brief description of the program, including examples of peer-to-peer outreach activities (2nd program):

Missouri State University Eco-Reps is a face-to-face educational program, where students engage with their peers at various high-trafficked locations on campus. Eco-Reps also help plan and implement student-focused outreach activities for campus-wide events, such as RecycleMania and Campus Conservation Nationals. There are currently seven student Eco-Reps who have gone through the initial trainings.

A brief description of how the student educators are selected (2nd program):

Since the process to become an Eco-Rep is not competitive, membership is open to any student who is passionate enough to pursue the program and complete the necessary trainings.

A brief description of the formal training that the student educators receive (2nd program):

The student educators all receive an initial training that provides them with the skills they need to effectively and confidently engage with students. Specifically, Eco-Reps learn about the best methods to educate, increase involvement and encourage behavior change. They also receive training for each topic they cover. For example, the topic for February and March is recycling. At the beginning of February, they were trained on what is recyclable on campus and how our recycling bins work. They were also given print materials to hand out to students, such as brochures about recycling on campus. At this training, students also came up with the idea of a “recycling sort,” which is an interactive game for students to test their knowledge on recycling and a tangible way to fill the gaps in their knowledge of recycling, if any. Therefore, while the Sustainability Coordinator and Intern provide most of the materials, the students are welcomed and encouraged to provide input on the activities and materials used for this outreach program.

A brief description of the financial or other support the institution provides to the program (2nd program):

Currently, the Eco-Rep program does not receive formal financial support, save the materials printed in the office of the Sustainability Coordinator and Intern. However, the Sustainability Coordinator and Sustainability Intern provide substantial support to the program by administering or coordinating all necessary trainings and educational materials (e.g. brochures) the Eco-Reps need to effectively engage with students.

Name of the student educators program (3rd program):

Number of students served (i.e. directly targeted) by the program (3rd program):

A brief description of the program, including examples of peer-to-peer outreach activities (3rd program):

A brief description of how the student educators are selected (3rd program):

A brief description of the formal training that the student educators receive (3rd program):

A brief description of the financial or other support the institution provides to the program (3rd program):

Name(s) of the student educator program(s) (all other programs):

Number of students served (i.e. directly targeted) by all other student educator programs:

A brief description of the program(s), including examples of peer-to-peer outreach activities (all other programs):

A brief description of how the student educators are selected (all other programs):

A brief description of the formal training that the student educators receive (all other programs):

A brief description of the financial or other support the institution provides to the program (all other programs):

Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually:

420

The website URL for the peer-to-peer student outreach and education program(s):

<http://reslife.missouristate.edu/Recycling.htm>

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. Prominent inclusion of sustainability may also take different forms for different types of students (e.g. undergraduate students, transfer students, graduate students). When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context. (See the Credit Example in the STARS Technical Manual.)

As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g. making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution has co-curricular sustainability programs and initiatives. The programs and initiatives fall into one or more of the following categories:

- Active student groups focused on sustainability
- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems
- Sustainable enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)
- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills
- Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience
- Cultural arts events, installations or performances related to sustainability that have students as the intended audience
- Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students and follow Leave No Trace principles)
- Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)
- Programs through which students can learn sustainable life skills (e.g. a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)
- Sustainability-focused student employment opportunities offered by the institution
- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions
- Other co-curricular sustainability programs and initiatives

Multiple programs and initiatives may be reported for each category and each category may include institution-governed and/or student-governed programs.

"---" indicates that no data was submitted for this field

Does the institution have one or more co-curricular sustainability programs and initiatives that fall into the following categories?:

	Yes or No
--	------------------

Active student groups focused on sustainability	Yes
Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	Yes
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	Yes
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	Yes
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	Yes
Programs through which students can learn sustainable life skills	No
Sustainability-focused student employment opportunities offered by the institution	Yes
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	No
Other co-curricular sustainability programs and initiatives	Yes

The name and a brief description of each student group focused on sustainability:

Students for a Sustainable Future (SSF) is the active sustainability-focused organization at Missouri State. The group is entirely student governed with new student officers elected by members each year. SSF works to educate and promote sustainability both within the club and to all students. SSF meets every week and hosts and attends sustainable events and outings throughout the year. Most notably, SSF organized a Beyond Coal campaign asking the University to transition to 100% renewable electricity. The campaign resulted in over 1,500 petitions signed and a formal presentation to the Board of Governors. Every year, SSF organizes the annual renewable energy powered concert and sustainability fair called Ecopalooza and coordinates recycling at several home football games.

The website URL where information about student groups is available:

<http://www.missouristate.edu/Sustainability/Join-Student-Organization.htm>

A brief description of gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems:

The Missouri State Campus Garden was funded by a student sustainability proposal in 2010. The garden is currently managed by two student workers paid \$12.50 per hour. The students strive to use organic practices and experience every facet of a sustainable food system. The student managers perform all work related to the garden, including planning, purchasing supplies, planting, coordinating volunteers, harvesting and selling produce, marketing, and accounting. The food is sold to campus and community members, local grocery stores, and donated to volunteers.

The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:

<https://www.facebook.com/MSUCampusGarden>

A brief description of student-run enterprises that include sustainability as part of their mission statements or stated purposes:

Carrie's Restaurant is entirely operated by students in the Restaurant Management class. Students manage every aspect of production, including food and menu selection, budgeting, preparation, serving, and marketing. Sustainability is a key component of Carrie's, emphasizing recycling, reuse, smart energy and water use, and purchase of local food when possible. Carrie's Café currently partners with the campus garden to purchase some of their produce when possible.

The website URL where information about the student-run enterprise(s) is available:

<http://www.missouristate.edu/hra/31362.htm>

A brief description of the sustainable investment or finance initiatives:

In March 2009, students voted to implement a \$2 per semester fee to go towards sustainability initiatives on campus. Funds from the student fee are then matched by officials within the University up to \$75,000 each academic year. The purpose of the Sustainability Fund is to provide the means to implement student-initiated projects on the Missouri State University-Springfield campus that focus on sustainability initiatives that lessen the negative environmental impact of the University. The Student Sustainability Commission, made up of five voting students and several non-voting faculty and staff members will evaluate all proposals submitted and allocate funds

accordingly. The Commission has the authority to reject projects that are environmentally harmful or that primarily benefit a restricted academic department or group of students. In addition, the process of forming an idea into a viable proposal and submitting that proposal for consideration is intended to be a valuable learning experience for students as well as an opportunity to be involved in something that betters the University and the environment.

The website URL where information about the sustainable investment or finance initiatives is available:

<http://www.missouristate.edu/Sustainability/193478.htm>

A brief description of conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience:

In 2013, a student authored a Public Affairs grant to bring Eban Goodstein to speak on campus. Goodstein, an educator, economist, and sustainability activist, spoke to a large crowd of students about sustainable business and entrepreneurship.

In 2009, the Public Affairs Conference and Public Affairs Week were both sustainability-themed. Students are encouraged to attend all Public Affairs events.

The website URL where information about the event(s) is available:

http://blogs.missouristate.edu/provost/files/2013/03/EbanGoodstein_CNAS.pdf

A brief description of cultural arts events, installations or performances related to sustainability that have students as the intended audience:

Partnering with Missouri State University's College of Natural & Applied Science, City Utilities of Springfield, City of Springfield Environmental Service, The Print Group and SMC Packaging, the Discovery Center of Springfield utilized the plans of The Smithsonian Institution Traveling Exhibit of Green Revolution and developed Springfield's own exhibit with recycled and re-purposed materials. Unlike most traveling exhibits, Green Revolution isn't packed in a crate and doesn't travel by truck, so it has virtually no carbon footprint. Missouri State University hosted a free admission day at the Discovery Center from 9 a.m.-7 p.m. Oct. 1. The free admission allowed students, faculty, staff and their families the opportunity to experience and enjoy the Green Revolution exhibit, as well as the other exhibits the Discovery Center has to offer.

The website URL where information about the cultural arts event(s) is available:

<http://www.lakenewsonline.com/article/20140919/ENTERTAINMENTLIFE/140918801?template=printart>

A brief description of wilderness or outdoors programs for students that follow Leave No Trace principles:

Outdoor Adventures takes members of the Missouri State University community on wilderness adventure trips aimed at providing opportunities to meet others, work with a group, learn new skills, enjoy nature, and have fun. Outdoor Adventures employs student leaders who guide, instruct and facilitate these group activities. Trip leaders follow leave no trace principles.

The website URL where information about the wilderness or outdoors program(s) is available:

<http://www.missouristate.edu/recreation/OutdoorAdventures/>

A brief description of sustainability-related themes chosen for themed semesters, years, or first-year experiences:

In 2013, a sustainability-related book was chosen as the common reader for all GEP 101 First Year Foundations classes: "Start Something That Matters" by Blake Mycoskie, founder of TOMS. All incoming freshmen take this class, gaining exposure to a sustainable business model of creating change through giving back.

In 2009, sustainability was the year-long theme of Public Affairs at Missouri State. This includes directed curriculum, special events, speakers, and two conferences on campus.

The website URL where information about the theme is available:

<http://www.missouristate.edu/commonreader/2013CommonReader.htm>

A brief description of program(s) through which students can learn sustainable life skills:

The website URL where information about the sustainable life skills program(s) is available:

A brief description of sustainability-focused student employment opportunities:

Students can be employed through the Student Recycling Coordinator Program, managed by Residence Life, Housing and Dining Services. Students perform recycling services, provide education and raise awareness in their residence hall, and coordinator floor volunteers.

Students can also be employed as managers of the Campus Garden, earning a competitive wage of \$12.50 per hour. Students operate all aspects of the garden including engaging the campus community in volunteering in the garden and purchasing the produce.

The website URL where information about the student employment opportunities is available:

<http://reslife.missouristate.edu/Recycling.htm>

A brief description of graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions:

The website URL where information about the graduation pledge program is available:

A brief description of other co-curricular sustainability programs and initiatives:

Each spring, Students for a Sustainable Future host Ecopalooza, a renewable energy powered concert and sustainability fair. The day-long event is entirely student-organized and features campus groups and departments as well as local organizations and businesses that have a

sustainability focus. In 2014, there were several sustainable living demonstrations, like vermi-composting, city planning, aquaponics, and upcycled crafts. Students are the primary attendees of Ecopalooza.

The website URL where information about other co-curricular sustainability programs and initiatives is available:

<https://www.facebook.com/pages/Students-for-a-Sustainable-Future/178895578830005>

Outreach Materials and Publications

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution produces outreach materials and/or publications that foster sustainability learning and knowledge. The publications and outreach materials may include the following:

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Food service area signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and incorporating sustainability into the residential experience
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Other

A single outreach material or publication that serves multiple purposes may be counted more than once. For example, a sustainability website that includes tools for bicyclists and pedestrians may be counted in both categories.

Submission Note:

Link to Residence Life Live.Life.Green Sustainability Committee newsletter:

<http://reslife.missouristate.edu/174136.htm>

Link to Missouri State sustainability Twitter @msusustain:

<https://twitter.com/msusustain>

"---" indicates that no data was submitted for this field

Does the institution produce the following outreach materials and/or publications that foster sustainability learning and knowledge? :

	Yes or No
A central sustainability website that consolidates information about the institution's sustainability efforts	Yes
A sustainability newsletter	Yes
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	No
Food service area signage and/or brochures that include information about sustainable food systems	Yes
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	No
A sustainability walking map or tour	No
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	Yes
A guide for green living and incorporating sustainability into the residential experience	Yes
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	No
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

The sustainability website provides students, faculty and staff information about Missouri State University's commitment to sustainability, current programs and initiatives, minutes and agendas from Sustainability Advisory Committee and Sustainability Commission meetings, as well as how to get involved with sustainability on campus. The website also provides more information about the Student Sustainability Fund, recycling, alternative transportation, energy usage, upcoming events and a list of campus and community resources.

The website URL for the central sustainability website:

<http://www.missouristate.edu/sustainability/>

A brief description of the sustainability newsletter:

The sustainability newsletter published by the Sustainability Coordinator highlights the latest sustainability events, initiatives, and student projects across campus. The newsletter is circulated via e-mail with new editions twice per semester.

The Live.Life.Green Sustainability Committee of Residence Life, Housing and Dining Services, also produces a newsletter featuring sustainable living tips, residence hall events, student spotlights, and accomplishments.

The website URL for the sustainability newsletter:

<http://www.missouristate.edu/Sustainability/Publications-and-Documents.htm>

A brief description of the social media platforms that focus specifically on campus sustainability:

Missouri State sustainability maintains active Facebook, Instagram and Twitter accounts to highlight new projects and accomplishments, share photos, provide green living tips, and alert the campus and community of upcoming sustainability events.

Facebook: Missouri State University Sustainability

Instagram: @msusustain

Twitter: @msusustain

The website URL of the primary social media platform that focuses on sustainability:

<https://www.facebook.com/pages/Missouri-State-University-Sustainability/313494620106>

A brief description of the vehicle to publish and disseminate student research on sustainability:

The Undergraduate Research Fair and Graduate Interdisciplinary Forum both exhibit student projects of all types and includes any sustainability-related research. In the past, the annual Sustainability Fair showcased student research in sustainability.

The website URL for the vehicle to publish and disseminate student research on sustainability:

<http://graduate.missouristate.edu/idf.htm>

A brief description of building signage that highlights green building features :

The website URL for building signage that highlights green building features :

A brief description of food service area signage and/or brochures that include information about sustainable food systems:

In the dining locations, signs display sustainable practices like the use of only cage free eggs and partnership with Monterey Bay Aquarium Seafood Watch program.

Signage also accompanies special sustainability events in dining locations, including Lunch Without Lights during Campus Conservation Nationals and Meatless Mondays.

The website URL for food service area signage and/or brochures that include information about sustainable food systems:

<http://www.dineoncampus.com/missouristate/show.cfm?cmd=sustainability>

A brief description of signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

The MSU Grounds Department has a strict no-signage policy.

The website URL for signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

A brief description of the sustainability walking map or tour:

The website URL of the sustainability walking map or tour:

A brief description of the guide for commuters about how to use alternative methods of transportation:

The Department of Safety and Transportation website provides information for pedestrians, bicyclists, and commuters. The Safety and Transportation Department also encourages use of the campus BearLine, a shuttle system to reduce commuter parking and increase convenience and mobility for students.

The website URL for the guide for commuters about how to use alternative methods of transportation:

<http://www.missouristate.edu/safetran/>

A brief description of the navigation and educational tools for bicyclists and pedestrians:

The Department of Safety and Transportation website provides information about bicycle safety and registration, as well as maps of campus bike racks and bike lanes.

The website URL for navigation and educational tools for bicyclists and pedestrians:

<http://www.missouristate.edu/safetran/11981.htm>

A brief description of the guide for green living and incorporating sustainability into the residential experience:

Residence Life, Housing and Dining Services website provides a downloadable sustainability guide for all on-campus residents. The guide covers conservation of energy, water, paper, food, and material goods while providing tips for best practices. The guide also explores the concept of sustainability, gives numbers and equivalents of average college student resource intensity, and encourages students to be leaders.

The website URL for the guide for green living and incorporating sustainability into the residential experience:

http://reslife.missouristate.edu/assets/reslife/Sustainability_Guide.pdf

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:

The main student newspaper at MSU, The Standard, does not have an assigned reporter or regular column for sustainability news. However, The Standard frequently runs stories related to sustainability and provides quality coverage of new initiatives.

The website URL for regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:

A brief description of another sustainability publication or outreach material not covered above (1st material):

A brochure was produced in 2012 to educate the campus and community about sustainability at Missouri State. The brochure highlights sustainability goals and accomplishments.

The website URL for this material (1st material):

http://www.missouristate.edu/assets/environmental/Sustainability_Brochure_2012.pdf

Does the institution produce another sustainability publication or outreach material not covered above? (2nd material):

No

A brief description of this material (2nd material):

The website URL for this material (2nd material):

Does the institution produce another sustainability publication or outreach material not covered above? (3rd material):

No

A brief description of this material (3rd material):

The website URL for this material (3rd material):

Does the institution produce another sustainability publication or outreach material not covered above? (4th material):

No

A brief description of this material (4th material):

The website URL for this material (4th material):

Does the institution produce another sustainability publication or outreach material not covered above? (5th material):

No

A brief description of this material (5th material):

The website URL for this material (5th material):

Does the institution produce another sustainability publication or outreach material not covered above? (6th material):

No

A brief description of this material (6th material):

The website URL for this material (6th material):

Does the institution produce another sustainability publication or outreach material not covered above? (7th material):

No

A brief description of this material (7th material):

The website URL for this material (7th material):

Does the institution produce another sustainability publication or outreach material not covered above? (8th material):

No

A brief description of this material (8th material):

The website URL for this material (8th material):

Outreach Campaign

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Part 1

Institution holds at least one sustainability-related outreach campaign directed at students that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution, a student organization, or students in a course.

Part 2

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g. a residence hall conservation competition), a rating or certification program (e.g. a green labs or green office program), and/or a collective challenge (e.g. a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:

- Increased awareness
 - Additional members of a mailing list or group
-

Submission Note:

Official Campus Conservation Nationals website:

<http://competetoreduce.org/ccn.html>

Coverage of final competition results:

http://news.missouristate.edu/2014/05/20/university-cuts-energy-use-by-9-1-percent-during-competition/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+missouristate%2Fnews+releases+%28Missouri+State+University+News+%C2%BB+News+Releases%29

Official RecycleMania competition website:

<http://recyclemaniacs.org/>

RecycleMania Results for Missouri State University:

http://recyclemaniacs.org/scoreboard/participating-schools/list?node_id=19872

"---" indicates that no data was submitted for this field

Has the institution held at least one sustainability-related outreach campaign directed at students within the previous three years that has yielded measurable, positive results in advancing sustainability?:

Yes

Has the institution held at least one sustainability-related outreach campaign directed at employees within the previous three years that has yielded measurable, positive results in advancing sustainability?:

Yes

The name of the campaign (1st campaign):

Campus Conservation Nationals

A brief description of the campaign (1st campaign):

Campus Conservation Nationals is a national energy saving competition among colleges and universities. In April 2014, Missouri State participated for the first time along with 156 other schools. The goal is to reduce as much electricity and/or water as possible during the three weeks of the competition. Missouri State reported electricity for 22 campus buildings and organized outreach materials and events across campus during the competition April 4-25. Organizers trained Building Captains in each building to help encourage energy saving practices. The campaign produced excellent results and engaged students, faculty, and staff across campus.

A brief description of the measured positive impact(s) of the campaign (1st campaign):

During the three weeks of Campus Conservation Nationals (CCN) in 2014, electricity consumption across 22 campus buildings was reduced by an average of 9.1%. The winning MSU building reduced electricity by 31.4%. Overall, the campus community saved over 138,000 kilowatt hours of electricity, equivalent to \$9,900 or 98 metric tons of carbon dioxide. Other immeasurable results included increased awareness and education about energy consumption among students, faculty, and staff.

The website URL where information about the campaign is available (1st campaign):

<http://reslife.missouristate.edu/174131.htm>

The name of the campaign (2nd campaign):

Residence Life Green Games and RecycleMania

A brief description of the campaign (2nd campaign):

RecycleMania is a competition and benchmarking tool for college and university recycling programs to promote waste reduction activities on campus. Over an 8-week period each spring, schools report the amount of recycling and trash collected each week and are ranked by per capita recycling rate. Missouri State has participated in RecycleMania for several years. In 2014, RecycleMania took place Feb. 2 – Mar. 29 with the following goals:

- (1) Motivate students and staff to increase recycling efforts and reduce waste generation,
- (2) Generate attention and support for campus recycling programs,
- (3) Encourage colleges to measure and benchmark recycling activity in their effort to improve their programs over time, and
- (4) Have a fair and friendly competition.

Residence Life Green Games is a multi-faceted campaign at Missouri State to promote sustainability to students living on-campus. Green Games include an electricity and water conservation competition between residence halls, as well as several events and activities to engage and motivate students to change behavior.

A brief description of the measured positive impact(s) of the campaign (2nd campaign):

RecycleMania publishes all data on the competition website. During the 8 week competition in spring 2014, Missouri State saved the equivalent of 325 tons CO₂, equivalent to 64 cars off the road, or the energy consumption of 28 households.

During Residence Life Green Games, residence halls average 8-9% reduction in electricity and water usage, saving thousands of dollars. Students accumulate points for participation in Green Games events and activities, quantifying outreach efforts.

The website URL where information about the campaign is available (2nd campaign):

<http://reslife.missouristate.edu/fac/RecycleManiacs.htm>

A brief description of other outreach campaigns, including measured positive impacts:

In 2012-2013, the campus organization Students for a Sustainable Future led an independent Beyond Coal campaign asking the university to transition to 100% clean, renewable electricity. Members gathered over 1,500 signatures from students, faculty, staff, and community members in support of the campaign. Members wore recognizable yellow Beyond Coal t-shirts around campus and petitioned at club events like the annual renewable energy-powered concert. Campus and local media outlets ran stories about the campaign, educating thousands about the devastating effects of coal. Measurable results of the campaign include a change to the agenda structure of the Board of Governors meetings, an official charge and permanency to the Sustainability Advisory Committee, an energy audit of the university, and subcommittees to write and carry out sustainability goals.

In October 2014, the University hosted Energy Awareness Month – a campus-wide effort to raise awareness about energy consumption and challenge students, faculty and staff to reduce their energy usage. The month kicked off with a Building Energy Competition that ran through October 19th. The two buildings with the largest reduction in energy usage were awarded with an Energy Conservation Champion banner to be displayed until the next energy competition in the spring. Throughout the competition, everyone on campus was encouraged to participate in Hour without Power. Every day from 5-6 pm, we challenged students, faculty and staff to consume zero energy by turning off lights and powering down devices. Residence Life, Housing and Dining Services sponsored Dining in the Dark. For this event, each dining center turned out all of the lights during lunchtime for one week. This effort made a huge impact by saving energy and reducing the University's carbon footprint. Dining in the Dark is also a fun way to raise awareness and get students thinking about their own energy usage. In order to encourage students to do their part in conserving energy on campus, over \$500 in prizes were offered as part of the Do One Thing Instagram Competition. During the entire month of October, students could upload a photo or video of the One Thing they would commit to do to reduce their energy usage. This competition ended up being just as popular with faculty and staff with entire departments making commitments via Instagram. In an effort to engage the campus directly, we celebrated Campus Sustainability Day in the student union by providing education on campus energy conservation, giving away free stuff and helping students enter the Instagram Competition. While weather was a factor in comparison of our August baseline to the competition in October, we saw an overall campus energy savings of 27% or \$38,057.

Employee Educators Program

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program.

In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

This credit recognizes ongoing programs that engage employees on a regular basis. For example, employee educators may represent or be responsible for engaging workers in certain departments or buildings. Thus, a group of employees may be served (i.e. directly targeted) by a program even if not all of these employees avail themselves of the outreach and education offerings.

Training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in *EN 8: Staff Professional Development*.

---" indicates that no data was submitted for this field

Does the institution administer or oversee an ongoing faculty/staff peer-to-peer sustainability outreach and education program that meets the criteria for this credit?:

Yes

Total number of employees:

2,798

Name of the employee educators program (1st program) :

Green Teams

Number of employees served by the program (1st program):

A brief description of how the employee educators are selected (1st program):

The Green Teams program gives Missouri State University employees an opportunity to reduce the environmental footprint of their office or department and the campus as a whole. Any faculty or staff member can start a Green Team. This process includes designating an Eco-Ambassador as the primary contact for the Green Team, submitting a Green Team Application Packet, compiling a list of members, [Campus Sustainability Data Collector](#) | [AASHE](#)

and completing a Green Office Certification Checklist.

A brief description of the formal training that the employee educators receive (1st program):

Eco-Ambassadors must attend an orientation each year, where they receive resources and information regarding sustainability, as well as education on how to best disseminate this information and increase peer participation.

A brief description of the staff and/or other financial support the institution provides to the program (1st program):

Eco-Ambassadors and their Green Teams receive ongoing support from the Sustainability Coordinator. Support includes, but is not limited to, yearly trainings, information about sustainability happenings on campus, opportunities for engagement, as well as methods for reducing their environmental footprint.

The website URL where information about the program is available (1st program):

<http://www.missouristate.edu/Sustainability/Green-Teams.htm>

Name of the employee educators program (2nd program):

Number of employees served by the program (2nd program):

A brief description of how the employee educators are selected (2nd program):

A brief description of the formal training that the employee educators receive (2nd program):

A brief description of the financial or other support the institution provides to the program (2nd program):

The website URL where information about the program is available (2nd program):

Name(s) of the employee educator program(s) (all other programs):

Number of employees served by all other programs:

A brief description of how the employee educators are selected (all other programs):

A brief description of the formal training that the employee educators receive (all other programs):

A brief description of the staff and/or other financial support the institution provides to the program(s) (all other programs):

The website URL where information about the program(s) is available (all other programs):

Employee Orientation

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

Submission Note:

https://www.youtube.com/watch?v=MatbV_xIsVU

"---" indicates that no data was submitted for this field

The percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics:

71.40

A brief description of how sustainability is included in new employee orientation:

All new employees attend a New Employee Orientation. At this orientation, they are shown the Energy Monster video which highlights common behaviors that waste electricity and then encourages employees to make simple changes in order to reduce their energy use on campus and at home.

New employees are provided with the Missouri State - At A Glance brochure, which emphasizes sustainability as a continued campus-wide goal.

Employees also receive an Environmental Management brochure, which provides information about their services, describes why compliance is important, outlines campus sustainability initiatives as well as other resources.

The website URL where information about sustainability in new employee orientation is available:

<http://www.missouristate.edu/human/training/68617.htm>

Staff Professional Development

Responsible Party

Tamera Jahnke

Dean

College of Natural and Applied Sciences

Criteria

Institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year.

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year. It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
 - The opportunity to participate in an institutional sustainability committee or group
-

"---" indicates that no data was submitted for this field

Does the institution make available training and/or other professional development opportunities in sustainability to all staff at least once per year?:

Yes

A brief description of the sustainability trainings and professional development opportunities available to staff :

Missouri State University offers at least two courses each year to employees on sustainability. These are:

1. Universal Waste - This covers proper management for recycling items like fluorescent bulbs, batteries, and electronic waste. This topic is presented to all Facilities Maintenance and Res Life Maintenance personnel, but the sessions are open to all employees.
2. Lab Waste Management - Part of this training class involves waste minimization, which considers what people can do to generate less waste. This is presented each fall to (most) all of the Chemistry and Biomedical Science graduate assistants and some faculty members, but the sessions are open to all interested employees.

The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year:

The website URL where information about staff training opportunities in sustainability is available:

<http://www.missouristate.edu/human/training/>

Public Engagement

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

Credit
Community Partnerships
Inter-Campus Collaboration
Continuing Education
Community Service
Community Stakeholder Engagement
Participation in Public Policy
Trademark Licensing
Hospital Network

Community Partnerships

Responsible Party

Jordan Schanda
 Sustainability Coordinator
 Environmental Management

Criteria

Institution has one or more formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, businesses and/or other entities, to work together to advance sustainability within the community.

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
<p>A. Supportive</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing • <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development
<p>B. Collaborative</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • <i>Duration:</i> May be time-limited, multi-year, or ongoing • <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support • <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

C.Transformative

- *Scope:* Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. “transition” projects and partnerships focused on community adaptation to climate change)
- *Duration:* Is multi-year or ongoing and proposes or plans for institutionalized and systemic change
- *Commitment:* Institution provides faculty/staff and financial or material support
- *Governance:* Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

Recognizing the diversity of forms that community partnerships may take, it is not required that a partnership meet all of the criteria listed to be considered supportive or collaborative. A partnership must meet all of the criteria listed to be considered transformative, however. For further guidance in identifying community partnerships that meet the criteria for each type, see the Credit Example in the [STARS Technical Manual](#).

This credit recognizes campus-community partnerships that advance sustainability in an explicit and participatory way. Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve local partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by *EN 12: Community Service*.

Submission Note:

<http://www.missouristate.edu/Sustainability/AdvisoryCommittee.htm>

http://bigurbie.org/pdfs/Big%20Urbie_DarrPressRelease_Nov18th.pdf

<http://hlaspringfield.org/the-walkable-neighborhood-project/>

<http://www.swmocounts.org/index.php?module=InitiativeCenters&func=display&icid=9>

"---" indicates that no data was submitted for this field

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “supportive”?:

Yes

A brief description of the institution’s supportive sustainability partnership(s) with the local community:

We are members of the Partnership for Sustainability, a community sustainability group which works collaboratively toward advancing practices that establish the Ozarks as a center of excellence in sustainability.

Recognizing long-term success depends upon ensuring a profitable, healthy and resource-rich tomorrow, the P4S brings together business, non-profit, and governmental organizations to promote balanced decisions based upon environmental, social, and economic considerations.

To enact this vision, we provide information, expertise, and resources to facilitate sustainable decision-making and ease the implementation of sustainable practices by organizations throughout the Ozarks. We also work together on projects that foster community-scale sustainable development.

http://www.springfieldchamber.com/about_us/pledge_for_sustainability/partnership_for_sustainability_members/

We provide office space for the James River Basin Partnership and National Park Service which are important partnerships related to sustainability.

We have community members on the university's Sustainability Advisory Committee and sub-committees.

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “collaborative”?:

Yes

A brief description of the institution's collaborative sustainability partnership(s):

In 2014, Missouri State University and Watershed Committee of the Ozarks completed the construction of a rainwater collection system at the MSU William H. Darr Agricultural Center. This project is part of the Big Urbie stormwater grant to improve water quality and reduce stormwater runoff.

The rainwater collection system can capture 20,000 gallons of water from the roof of Pinegar Arena to store in underground tanks. The water is used for dust suppression inside the arena. Rainwater harvesting reduces the amount of runoff and conserves drinking water. “The water reclamation project at the Darr Agricultural Center is the result of tireless efforts by many groups,” added Dr. Anson Elliott, head of the Darr School of Agriculture at Missouri State University. “It now serves in meeting the tangible goal of saving water at the Center but also for meaningful educational programs.”

This is one of many projects funded by the Springfield-Greene County Urban Watershed Stewardship Project (nicknamed Big Urbie), a \$1.1 million federal grant awarded to Watershed Committee of the Ozarks in 2011 by U.S. EPA Region 7 through the Missouri Department of Natural Resources under section 319 of the Clean Water Act. Learn more about the project at

www.bigurbie.org

Missouri State Campus Construction served as the general contractor with engineering services provided by Geosyntec Consultants. The 10 polyethylene underground tanks were supplied by Free Water Systems. Matching funds and in-kind assistance was provided by The Sustainability Commission of the Missouri State University Student Government Association, and grant partners the City of Springfield Stormwater Engineering Division, Greene County Resource Management.

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “transformative”?:

Yes

A brief description of the institution's transformative sustainability partnership(s) with the local community:

The Walkable Springfield Project is a collaborative partnership between the Healthy Living Alliance (HLA), the City of Springfield, the Springfield-Greene County Health Department, Missouri State University, Springfield Public Schools, and the League of Women Voters. In the fall of 2013, over 400 service-learning students engaged in the assessment and evaluation of hundreds of streets in some 12 Springfield neighborhoods. Their findings will lay the foundation for and promote on-going dialogue with city officials and the community at large as to how best improve the streets and neighborhoods of the Springfield community.

Here is a description of the project:

What does it mean to be walkable?

- Good sidewalks
- Safe streets
- Slow traffic
- Healthy residents
- Knowing your neighbors
- Local businesses
- Destinations to walk to

The Walkable Neighborhood Project aims to build thriving communities here in Springfield. But first we have to find out what our neighborhoods need to be strong and vital.

We're doing this 3 ways:

- Missouri State University students and other volunteers are assessing each neighborhood street by street to gather baseline information regarding sidewalks, streets, land uses, and general quality of the environment
- Residents are encouraged to participate by sharing ideas to make their neighborhoods more walkable
- High school students will take pictures in their neighborhoods and then caption the photos in a way that advocates for walkability

What have we done so far?

- Attended 16 neighborhood and community events
- Reached over 2,500 attendees
- Received 893 suggestions from residents
- Assessed 2,225 street segments in 11 neighborhoods

How can you help?

- Make a suggestion here
- Attend Walkable Neighborhood Project events
- Support activities to make your neighborhood more walkable

What's next?

- We will present a report to city and community leaders in Spring 2014
- We will identify ways to make our neighborhoods more walkable

A brief description of the institution's sustainability partnerships with distant (i.e. non-local) communities:

The website URL where information about sustainability partnerships is available:

<http://www.missouristate.edu/Sustainability/Community-Partners.htm>

Inter-Campus Collaboration

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

See the Credit Example in the STARS Technical Manual for guidance on identifying appropriate collaborations.

Submission Note:

<https://moclimatejustice.wordpress.com/>

<https://www.facebook.com/MOCoalitionforClimateJustice>

<https://www.facebook.com/pages/Students-for-a-Sustainable-Future-Evangel-University/672353322807164>

"---" indicates that no data was submitted for this field

Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:

Yes

A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:

The formal Missouri State University campus sustainability organization, Students for a Sustainable Future (SSF), has been a key player in the Missouri Coalition for Climate Justice (MCCJ) since its inception. The Missouri Coalition for Climate Justice is an inter-state coalition that unites campus sustainability groups from across Missouri. Through MCCJ, university groups are given the opportunity to share their knowledge and progress of campus sustainability efforts, brainstorm about ways to make positive change, build bridges of communication and camaraderie, educate themselves about sustainability, and strengthen their leadership skills.

Every semester, a designated university hosts an intensive student-led 3 day conference, called "MO Love," over a weekend. During these conferences, the university groups come together to share, learn, and grow. For the spring 2015 semester, the Missouri State

University campus student group Students for a Sustainable Future planned and hosted the conference. Roughly 30 students from across Missouri came together for this conference. In addition to this major event each semester, an elected group of students routinely hold conference calls to maintain contact and strengthen and maintain the inter-university bond and knowledge.

Each MO Love conference, new presentations are given that address the most immediate wants and needs of participating colleges and Missouri as a whole. In January 2015, Missouri State hosted student speakers, university employee speakers, and speakers from the community. Topics included energy reduction efforts at Missouri State University which sparked ideas for other universities to build on, campaign building, leadership development & delegation, food justice, setting SMART goals (goals that are specific, measurable, achievable, relevant, and timely), recruitment strategies, and the history of water conservation efforts in the Springfield area.

The names of local, state/provincial, regional, national, or international campus sustainability organizations or consortia in which the institution participates and/or is a member:

We are members of the Partnership for Sustainability along with Drury University, Ozarks Technical College, and Evangel University.

http://www.springfieldchamber.com/about_us/pledge_for_sustainability/partnership_for_sustainability_members/

Missouri State University students are part of the Missouri Coalition for Climate Justice (MCCJ).

Webster: Webster Students for Environmental Sustainability

Mizzou: Mizzou Energy Action Coalition (MEAC)

Truman State University: Environmental Campus Organization (ECO)

Throughout the years, various other campus groups, such as organizations from Drury, Washington University, and Saint Louis University have also participated.

A brief summary of additional ways the institution collaborates with other campuses to advance sustainability :

In addition to SSF's participation in MCCJ, they also took the initiative to kick-start a campus sustainability organization at Evangel University, another university in Springfield. The name of this organization is also Students for a Sustainable Future, and was started in January of 2013. To help them start their organization, Students for a Sustainable Future at Missouri State University did many things. They invited Evangel students to their meetings, where Evangel students learned strategies for running effective meetings as well as ideas for what the club can do to promote sustainability on their campuses. In addition to this, the president of Missouri State University's SSF held one-on-one meetings with the emerging Evangel leaders to answer specific questions and do private coaching. Missouri State University SSF also gave Evangel materials such as information on goal setting and recruitment.

The website URL where information about cross-campus collaboration is available:

<https://www.facebook.com/MOCoalitionforClimateJustice>

Continuing Education

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include sustainability. Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

Part 2

Institution has at least one sustainability-themed certificate program through its continuing education or extension department.

Degree-granting programs (e.g. programs that confer Baccalaureate, Masters, and Associates degrees) and certificates that are part of academic degree programs are not included in this credit. They are covered in the Curriculum subcategory.

"---" indicates that no data was submitted for this field

Does the institution offer continuing education courses that address sustainability?:

Yes

Number of continuing education courses offered that address sustainability:

6

Total number of continuing education courses offered:

125

A copy of the list and brief descriptions of the continuing education courses that address sustainability:

A list and brief descriptions of the continuing education courses that address sustainability:

An Overview of Sustainable Management

Sustainable management is managing a firm so that it generates profits for its owners, protects the environment, and improves the lives of the people with whom it interacts. The business case for sustainable management is that it can help a company's long-run profitability and success.

After completing this module, you should be able to:

- Define sustainability and its application in an organizational setting
- Describe the connection between the environment and sustainability
- Explain the business case for sustainable management
- Recognize the role of government regulation in corporate sustainability efforts
- Discuss leadership in sustainable management
- Outline the criticisms of corporate sustainability
- Apply sustainable management principles to workplace scenarios

Corporate Social Responsibility

Corporate social responsibility (CSR) is the concept of organizations taking responsibility for their impact on society and the environment. Businesses which embrace CSR promote the public interest through what they do (for example, encouraging community growth and development) and what they refrain from doing (for example, eliminating or avoiding practices that harm stakeholders, regardless of whether such practices are legal). CSR is the inclusion of the public interest into corporate decision-making.

After completing this module, you should be able to:

- Define corporate social responsibility (CSR) and explain how the concept has been broadened
- Describe the moral and economic arguments for CSR
- Outline the criticisms of CSR
- Explain the role of CSR standards and how CSR is measured
- Recognize the impact on corporations of their CSR performance
- Outline best practices for CSR

Measuring Sustainable Management Performance

One well-known business saying is that you can't manage what you can't measure. With the growing importance of sustainable management, business leaders must find the appropriate tools and techniques for measuring their organization's sustainability performance.

This course reviews the measurement of sustainable management practices and performance.

After completing this module, you should be able to:

- Explain how managers can model and measure sustainable management practices
- Discuss how strategic performance measurements, including the balanced scorecard and Shareholder Value Analysis, can be employed in looking at corporate sustainability efforts
- Outline how accounting systems, including activity-based costing, life-cycle costing, and full cost accounting can be used in assessing sustainability
- Understand methods of calculating return on investment for sustainability decisions and green capital investments
- Discuss measuring and reporting sustainability to government and nongovernmental organizations (NGOs)
- Recognize best practices for measuring sustainable management efforts

Sustainable Management: Leadership Ethics

Leaders are increasingly being held responsible and accountable for the manner in which they lead—and if they are adhering to ethical behavior when they make decisions. Organizations have learned that the costs of unethical actions can be high, both legally, and from the perspective of brand image and reputation.

At the same time, research is showing that good business ethics translates to good business results. Leading in an ethical manner can provide a clear advantage in building a thriving enterprise.

This course reviews the key issues surrounding leadership and business ethics.

After completing this course, you should be able to:

- Discuss the role of ethics in the workplace and for leadership
- Describe some of the major ethical frameworks used in developing business ethics
- Discuss the use of ethical standards and ethics codes in the workplace
- Recognize the role of leadership in setting the ethical tone for an organization
- Apply ethical principles to workplace scenarios

Taking the Helm at Coastal Industries Simulation

Throughout this simulation, you will play the role of the new chief executive officer of Coastal Industries, a fictional manufacturer of industrial transformers. During the simulation, you will be asked to make a series of decisions as Coastal Industries adopts sustainable management practices. These decisions will involve the company's operations, its standing in the community, and its relations with local government and state and federal regulators. Each of your decisions will affect Coastal Industries in different ways.

You will be asked to make a series of decisions during the simulation, and each decision will impact the project in different ways. Your goal in the simulation is to optimize positive scores across the following project management factors:

- Leadership Performance
- Board Support
- Employee Relations
- Social Responsibility
- Regulatory Compliance
- Environmental Practices
- Financial Performance

This simulation is meant to sharpen your understanding of the key leadership skills necessary for effective sustainable management.

Those skills include:

- Taking charge as a new leader
- Balancing competing concerns, such as management/employee preferences, community interests, and financial needs
- Dealing with controversial decisions and the potential for negative responses both internally and externally
- Analyzing financial data and using that information to make educated decisions
- Managing organizational change
- Understanding the relationship between corporate responsibility and the community
- Assessing sustainability practices and measuring their organizational and financial impacts
- Finding compromises that meet short and long-term financial objectives

Triple Bottom Line Accounting

In order to pursue the goal of sustainability, corporate and government leaders must manage companies and economies in terms of balancing and optimizing the triple bottom line of social, environmental, and economic impacts. The Triple Bottom Line concept, also known as the "3Ps" ("People, Planet, and Profit"), is both a metaphor for thinking about sustainability as well as the basis for a practical framework for accounting and reporting on organizations' activities and impacts. The TBL concept borrows the well-known and widely accepted idea of financial accounting and its "bottom line" and expands it.

After completing this module, you should be able to:

- Explain the triple bottom line (TBL) concept and its three pillars of "People, Planet, and Profits"
- Describe the Global Reporting Initiative (GRI) TBL accounting framework
- Explain how economic, environmental, and social performance indicators are developed
- Discuss how TBL accounting measures an organization's sustainability performance
- Outline the criticisms of TBL accounting
- Describe best practices for TBL accounting

Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:

Yes

A brief description of the certificate program:

Certificate in Sustainable Management

Sustainability refers to the use of ecosystems and their resources in a manner that satisfies current needs without compromising the needs or options of future generations.

A sustainable business is one that generates profits for its owners, protects the environment, and improves the lives of the people with whom it interacts.

This program covers several key topics, including:

- The reasons for sustainability's increase in popularity
- The connection between the environment and sustainability
- The business case for embracing sustainable management within an organization
- The role government regulation plays in sustainability efforts
- Some criticisms of corporate sustainability
- Applying sustainable management principles in the workplace
- Applying the triple bottom line (TBL) concept and its three pillars of "People, Planet, and Profits" in organizations
- Recognizing and implementing best practices for measuring sustainable management efforts

Year the certificate program was created:

2,013

The website URL where information about sustainability in continuing education courses is available :

http://apps.missouristate.edu/outreach/noncredit/noncreditonline/#Sustainable_Management

Community Service

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Part 1

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Part 2

Institution engages students in community service, as measured by the average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

"---" indicates that no data was submitted for this field

Number of students engaged in community service:

6,854

Total number of students :

14,879

Does the institution wish to pursue Part 2 of this credit (community service hours)?:

Yes

Total number of student community service hours contributed during a one-year period:

386,508

Does the institution include community service achievements on student transcripts?:

Yes

A brief description of the practice of including community service on transcripts, if applicable:

The Co-Curricular Transcript is an official university document that showcases a student's "out of the classroom" college experiences.

Each experience is linked to specific learning outcomes to illustrate the transferable skills the student learned through that involvement.

Each student's Co-Curricular Transcript is generated from involvement history on Campus LINK, a web-based community of student organizations, managed by the Office of Student Engagement. Common experiences that may be included on the Co-Curricular Transcript include organization memberships, leadership positions, community service, study abroad, and internships.

Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:

Yes

A brief description of the institution's employee community service initiatives:

The Staff Excellence in University Service Award (SEUSA) recognize excellence in service to the University among staff employees. These awards are intended to provide incentives for continued workplace performance to full-time staff employees who evidence significant contributions to the University community. There is no limit on the number of times an individual employee may receive an award, but individuals may not receive an award for two consecutive years. Six full-time staff employees will receive a one-time \$1,500 award. The award will not be added to the base salary. The general intent of the awards is to serve all staff classifications, but the Review Committee will be looking at exceptional service to the University.

<http://www.missouristate.edu/seusa/>

In addition, the Excellence in Community Service Awards are presented annually to faculty and staff to recognize excellence in volunteer work with charitable, nonprofit, church or similar organizations within the community. The Missouri State University Foundation will fund up to four \$1,000 cash awards, two designated for staff and two designated for faculty. All full time faculty and staff with at least three years of service at the University are eligible for the award.

<http://publicaffairs.missouristate.edu/awards/ExcellenceInCommunityService.htm>

The website URL where information about the institution's community service initiatives is available:

<http://www.missouristate.edu/communityinvolvement/>

Community Stakeholder Engagement

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution has adopted a framework for community stakeholder engagement in governance, strategy and operations. The framework includes:

1) Policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities (e.g. planning and development efforts, capital investment projects, and/or other activities and decisions that affect the broader community)

And

2) Established practices to identify and engage relevant community stakeholders, including any vulnerable or underrepresented groups.

Frameworks adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit does not include the engagement of internal campus stakeholders (e.g. students, faculty and staff); internal stakeholder engagement is covered in *PA 3: Governance*.

Submission Note:

<http://www.missouristate.edu/president/committees.htm>

<http://www.missouristate.edu/vision/>

"---" indicates that no data was submitted for this field

Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:

Yes

A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities:

The strategic visioning project utilizes a steering committee and six task forces with members from all constituent groups on campus — faculty, staff, administrators and students — as well as external constituents: alumni, donors, community leaders and former Board of Governors members. These task forces cover the following topics with the goal of gaining a consensus on the assumptions and philosophical foundation from which future long-range plans will be developed: Funding, Academic profile, Infrastructure, Diversity, Globalization, Student experience.

The office of the president utilizes many committees and task forces including the following: Sustainability Subcommittee, Task Force on Missouri State University Futures, Special Review Panel, Marketing/Public Relations Advisory Group, JQH Arena Task Force, Emergency Response Task Force and Committee of Freedom of Expression Policies and Procedures. Many of these committees have community stakeholders as members.

A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or underrepresented groups:

List of identified community stakeholders:

A brief description of successful community stakeholder engagement outcomes from the previous three years:

The website URL where information about the institution's community stakeholder engagement framework and activities is available:

Participation in Public Policy

Responsible Party

Tamera Jahnke

Dean

College of Natural and Applied Sciences

Criteria

Institution advocates for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group. This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

"---" indicates that no data was submitted for this field

Does the institution advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:

No

A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, legislation, and ordinances for or against which the institution has advocated:

A brief description of other political positions the institution has taken during the previous three years:

A brief description of political donations the institution made during the previous three years (if applicable):

The website URL where information about the institution's advocacy efforts is available:

Trademark Licensing

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution is a member of the Fair Labor Association (FLA) and/or the Worker Rights Consortium (WRC).

"---" indicates that no data was submitted for this field

Is the institution a member of the Worker Rights Consortium?:

No

Is the institution a member of the Fair Labor Association? :

No

Has the institution expressed an intention to participate in the WRC's Designated Suppliers Program? :

No

The website URL where information about the institution's participation in the WRC, FLA, and/or DSP is available:

Hospital Network

Criteria

Institution's affiliated hospital or health system is a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth.

This credit includes hospitals and health systems that are formally affiliated with a higher education institution (sometimes called "university hospitals"). Other types of health care providers (e.g. insurers through which an institution obtains health care for its employees) are not included.

This credit was marked as **Not Applicable** for the following reason:

The institution does not have an affiliated hospital or health system.

Operations

Air & Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

Part 2

Institution reduced its adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a baseline.

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO₂e) per gross square foot (0.002 MtCO₂e per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUJ-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

For this credit, the following carbon offsets may be counted:

1. Institution-catalyzed carbon offsets (popularly known as "local offsets")
2. Carbon sequestration due to land that the institution manages specifically for sequestration (as documented in policies, land management plans or the equivalent)
3. Carbon storage from on-site composting
4. Third-party verified purchased carbon offsets

Purchased Renewable Energy Certificates (RECs) that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party may be counted as zero emissions energy for purposes of Scope 2 GHG accounting.

Purchased carbon offsets and RECs that have not been third-party verified do not count.

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit.

"---" indicates that no data was submitted for this field

Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:

Yes

Does the institution's GHG emissions inventory include all Scope 3 GHG emissions from any of the following categories?:

	Yes or No
Business travel	No
Commuting	No
Purchased goods and services	No
Capital goods	No
Fuel- and energy-related activities not included in Scope 1 or Scope 2	No
Waste generated in operations	No

Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:

No

A brief description of the methodology and/or tool used to complete the GHG emissions inventory:

Missouri State University utilized the Clean Air-Cool Planet Campus Carbon Calculator V7.0 to calculate greenhouse gas emissions.

Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:

No

A brief description of the internal and/or external verification process:

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
--	------------------	---------------

Scope 1 GHG emissions from stationary combustion	---	---
Scope 1 GHG emissions from other sources	---	---
Scope 2 GHG emissions from purchased electricity	---	---
Scope 2 GHG emissions from other sources	---	---

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Carbon sequestration due to land that the institution manages specifically for sequestration	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Carbon storage from on-site composting	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Third-party verified carbon offsets purchased	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent

A brief description of the institution-catalyzed carbon offsets program:

A brief description of the carbon sequestration program and reporting protocol used:

A brief description of the composting and carbon storage program:

A brief description of the purchased carbon offsets, including third party verifier(s) and contract timeframes:

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	3,740	3,873
Number of residential employees	8	8
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	17,135	16,799
Full-time equivalent of employees	2,307	2,287
Full-time equivalent of distance education students	435	222

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2010	June 30, 2011

A brief description of when and why the GHG emissions baseline was adopted:

Gross floor area of building space, performance year:

5,820,589 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	228,640 <i>Square Feet</i>

Healthcare space	19,213 <i>Square Feet</i>
Other energy intensive space	383,502 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	---
Commuting	---
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	---
Other categories (please specify below)	---

A brief description of the sources included in Scope 3 GHG emissions from "other categories":

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the previous three years:

Outdoor Air Quality

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Part 1

Institution has adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and other strategies for minimizing mobile emissions.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

Submission Note:

Information is not posted on web site; hard copies of state report can be provided. Contact David Vaughan, Director, Environmental Management:

Dvaughan@MissouriState.edu

"---" indicates that no data was submitted for this field

Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources?:

Yes

A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:

Tobacco Free Campus Policy

In the interest of promoting the health, well-being, and safety of our students, faculty, staff, and campus visitors, Missouri State University prohibits smoking (and the use of any other tobacco products) anywhere on university property.

<http://www.missouristate.edu/human/80969.htm>

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Has the institution completed an inventory of significant air emissions from stationary sources on campus?:

Yes

A brief description of the methodology(ies) the institution used to complete its air emissions inventory:

Annual emissions inventory reporting to state regulatory agency through the MoEIS reporting system.

Weight of the following categories of air emissions from stationary sources::

	Weight of Emissions
Nitrogen oxides (NOx)	8.09 <i>Tons</i>
Sulfur oxides (SOx)	0.04 <i>Tons</i>
Carbon monoxide (CO)	6.78 <i>Tons</i>
Particulate matter (PM)	0.61 <i>Tons</i>
Ozone (O3)	---
Lead (Pb)	0 <i>Tons</i>
Hazardous air pollutants (HAPs)	0 <i>Tons</i>
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	0.70 <i>Tons</i>

A brief description of the institution’s initiatives to minimize air pollutant emissions from stationary sources, including efforts made during the previous three years:

Replaced one old (1959) boiler (rated 54 MMBtu/hr) with two new high efficiency boilers (14.7 MMBtu/hr) in 2013. New boilers equipped with low- Nox burners.

The website URL where information about the institution’s outdoor air quality policies, guidelines or inventory is available:

Buildings

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building's impact on the outdoor environment.

Credit
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

Building Operations and Maintenance

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system for existing buildings, e.g. LEED® for Existing Buildings: Operations & Maintenance (O&M)

And/or

2) Operated and maintained in accordance with formally adopted sustainable operations and maintenance guidelines and policies that cover all of the following:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Building Design and Construction

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years are:

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

Submission Note:

Information regarding the LEED Certified buildings built by Missouri State University can be found on the MSU Planning, Design & Construction web site at the following link:

<http://design.missouristate.edu/Sustainability/GreenBuildings.htm>

The sustainability mission statement for Planning, Design & Construction adopted by the University is outlined on the web site at the following link:

<http://design.missouristate.edu/default.asp>

Further information about the principles that are used to guide the design and construction process at Missouri State University may be found the web site at the following link:

"---" indicates that no data was submitted for this field

Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:

	Yes or No
LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No
BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)	No

A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:

LEED 2009 for New Construction was used for certification of the Missouri State University buildings built in the last 5 years.

The certified buildings and their certification includes the following:

- Bond Learning Center (27,331 SF) - LEED Silver
- Greenwood Science Scholars Lab Addition (8,907 SF) – LEED Silver for Schools
- Bill R. Foster and Family Recreation Center (97,764 SF) – LEED Silver
- The Monroe Apartments (53,367 SF) – LEED Certified

Total floor area of eligible building space (design and construction):

360,785 Square Feet

Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	53,367 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	134,002 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	0 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
Mid-Level	---
Highest Achievable Level	---

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

Floor area of building space certified Living under the Living Building Challenge:

0 *Square Feet*

Floor area of building space that is certified at any level under other green building rating systems for new

construction and major renovations:

0 Square Feet

Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:

173,416 Square Feet

A copy of the guidelines or policies :

[Planning Design Construction - Sustainability in Construction.pdf](#)

The date the guidelines or policies were adopted:

Dec. 1, 2013

A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:

As noted on our web site, Planning, Design & Construction is committed to incorporating responsible planning, design, and construction practices that:

- Create a safe, healthy, comfortable, and inviting environment
- Conserve energy
- Conserve water
- Reduce construction waste
- Provide site sensitive development
- Utilize daylighting within facilities
- Use materials responsibly
- Optimize indoor air quality
- Develop a people friendly outdoor environment

Both the University and the State are making great strides in green building construction and renovation. These efforts will help the campus conserve energy, reduce the use of raw materials, and save money. Over time, more members of the campus community will live, work, and learn in increasingly efficient buildings while enjoying a higher standard of indoor environmental quality.

Building Sites

Among other criteria, building sites are selected based on the ability to:

- Provide access to public transportation
- Restore habitat
- Filter storm water runoff

Design Criteria/Facility Standards

The University has developed standards and design guidelines for new construction and building renovations on the Missouri State University campus. These guidelines are used by the design team to meet the programmatic needs of each project and cover topics including operations and maintenance, safety, energy efficiency, and material finishes. To insure the University's projects are designed in compliance with the University's green building commitment, our design criteria and facility standards are being revised to address environmental stewardship and LEED design criteria.

Each new building is designed with a focus on:

- Maximizing open space
- Facilitating community connectivity
- Providing views from 90% of regularly occupied spaces

- Including priority parking for car-pool and fuel-efficient vehicles
- Planting native or adaptive landscaping that does not require irrigation
- Reducing light pollution

Construction Practices

Missouri State University's commitment to sustainability pairs well with the growth of our campus. Our focus on sustainable construction includes designing and building all new projects to green standards, including those set by Leadership in Energy and Environmental Design (LEED).

Our sustainable construction process includes:

- Having a LEED Accredited Professional (AP) on the design and construction team
- Using local and recycled building materials, Forestry Stewardship Council (FSC) certified wood, carpet and paint with low-emitting volatile organic compounds (VOC), and composite wood that contains no added formaldehyde resins
- Protecting HVAC system from dust and moisture during construction
- Controlling the source of chemicals and pollutants from entering occupied spaces
- Preventing pollution from construction activity
- Diverting 50% - 75% of construction waste from landfills

Energy Efficiency

Completed buildings will include the following energy efficiency measures:

- 20%-30% reduction in water usage
- Access to lighting control
- Storage and collection of recyclables
- Fundamental and enhanced refrigerant management
- Exceeding minimum energy performance by at least 14% and providing fundamental and enhanced commissioning of building energy systems
- Exceeding minimum indoor air quality (IAQ) standards, prohibiting smoking inside the building and away from entrances and ventilation intakes, and monitoring deliver of outdoor air
- Green housekeeping procedures

Major building or renovation projects undertaken in the last 5 years as well as a sample of sustainable practices incorporated into those facilities include the following:

- Athletic and recreation field improvements – Energy recovery ventilators were incorporated into the exhaust and makeup air systems for the toilet rooms and game day locker rooms at the football stadium grandstand. Rubber infill created by recycling old tires was used for the synthetic turf on the fields. Approximately 890,000 pounds of rubber infill was used on the project. That amounts to roughly 44,500 tires that were recycled instead of incinerated or sent to a landfill.
- Garst Dining Center addition and renovation – Ample daylighting was incorporated into the space. East and west facing windows were provided with fritted glass to control solar heat gain. Interior finishes were selected to incorporate low impact materials such as polished concrete floors and low VOC emitting paints that meet Green Seal Standards.
- Plaster Center for Free Enterprise – This former industrial facility, parts of which are over 65 years old, was acquired by the University, cleaned up, and renovated to provide office, classroom, and laboratory space. Approximately 64,000 square feet of roof area was replaced with a new white surfaced roof to reduce the heat island effect and reduce solar heat gain in the building. Water saving plumbing fixtures were selected for use throughout the renovated facility.

A brief description of how the institution ensures compliance with green building design and construction guidelines and policies:

The University works with the design consultants, the contractor, and University stakeholders on all projects from the inception of the project through completion of construction to identify opportunities to incorporate sustainable practices into the project. Feasible

sustainable features and practices are incorporated into the project design and outlined in the construction documents. Review throughout the design and construction process as well as at project completion helps ensure that the intended sustainable processes, products, and features are incorporated and functional.

The website URL where information about the institution's certified buildings and/or green building design and construction guidelines or policies is available:

<http://design.missouristate.edu/Sustainability/SustainabilityinConstruction.htm>

Indoor Air Quality

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

Policies and plans adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

"---" indicates that no data was submitted for this field

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

3,165,955 *Square Feet*

Gross floor area of building space:

3,331,040 *Square Feet*

A brief description of the institution's indoor air quality program(s):

Missouri State University's Indoor Air Quality procedure includes a regular preventative maintenance program, issues being reported according to the procedure and investigated by Facilities Management and Environmental Management on a case-by-case basis. Initial IAQ investigations generally consist of:

- Review of submitted questionnaires
- Visual inspection of the affected area to identify probably sources
- Review of HVAC system

Common practices are used to identify, evaluate, and control IAQ issues, with University personnel relaying on recommendations from the US Environmental Protection Agency, the Centers for Disease Control, and the American Industrial Hygiene Association.

The website URL where information about the institution's indoor air quality program(s) is available:

<http://www.missouristate.edu/facilities/7003.htm>

Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Part 1

Institution's dining services purchase food and beverages that meet at least one of the following criteria:

- Local and community-based

And/or

- Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the [STARS Technical Manual](#). Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

Part 2

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

"---" indicates that no data was submitted for this field

Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:

1.83

A copy of an inventory, list or sample of sustainable food and beverage purchases:

An inventory, list or sample of sustainable food and beverage purchases:

Our total food expenditure was \$4,486,512.00

\$12,247 of mushrooms are produced locally

\$3,359 of eggs Certified Humane Raised and Handled (Humane Animal Farm Care)

\$38,277 of Starbucks Fair Trade coffee

\$28,449 of seafood from the Monterey Bay Aquarium Seafood Watch “Best Choices”

\$82,332 total sustainable purchases

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:

No

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:

A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

A brief description of the sustainable food and beverage purchasing program:

CSR Reports are generated quarterly through Chartwells' MyFinance and MyResults platforms. Sustainability scorecards are designed to help grow our sustainability commitment based on quantifiable data; to measure and report on our successes and to help adjust our strategies when we are challenged by the results.

The scorecard details the specific purchasing criteria of our sustainability initiatives which include:

- HFAC certified cage free shell eggs
- rBGH free dairy (Milk & Yogurt)
- Reduced antibiotic poultry (Turkey & Chicken)

- Sustainable seafood
- Fair Trade/Eco Certified coffee

A brief description of the methodology used to track/inventory sustainable food and beverage purchases:

Chartwell's provided the total annual expenditures on food. They also provided the expenditures on local community based products and any third party verified food and beverage purchases, as outlined in the STARS technical manual.

Total annual food and beverage expenditures:

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

	Present?	Included?
Dining operations and catering services operated by the institution	---	---
Dining operations and catering services operated by a contractor	---	---
Franchises	---	---
Convenience stores	---	---
Vending services	---	---
Concessions	---	---

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	No
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No
Marine Stewardship Council (MSC) certification	No

Signatory of the Real Food Campus Commitment (U.S.)

No

A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:

The website URL where information about the institution's sustainable food and beverage purchasing efforts is available:

Low Impact Dining

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

Or

- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

"---" indicates that no data was submitted for this field

Percentage of total dining services food purchases comprised of conventionally produced animal products:

43.27

A brief description of the methodology used to track/inventory expenditures on animal products:

CSR Reports are generated quarterly through Chartwells' MyFinance and MyResults platforms. Sustainability scorecards are designed to help grow our sustainability commitment based on quantifiable data; to measure and report on our successes and to help adjust our strategies when we are challenged by the results.

The scorecard details the specific purchasing criteria of our sustainability initiatives which include:

- HFAC certified cage free shell eggs
- rBGH free dairy (Milk & Yogurt)
- Reduced antibiotic poultry (Turkey & Chicken)
- Sustainable seafood
- Fair Trade/Eco Certified coffee

Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:

Yes

Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:

Yes

Are the vegan options accessible to all members of the campus community?:

Yes

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. “Meatless Mondays”):

Vegan dining is available for students in the dining halls. Vegan items are identified by a vegan logo. See the online menu for an example.

In conjunction with the Residence Hall Association in the fall of 2013 we began Meatless Monday here at Missouri State University. We provide entrée options that are free of meat at lunch in Blair-Shannon and in Garst at dinner on Mondays.

A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:

"Balanced U" is Chartwells' all-encompassing national award winning health, wellness and sustainability platform. In 2012, Balanced U was awarded the first Operator Innovations Award in the Health and Nutrition category by the National Restaurant Association. Balanced U was designed to provide healthy meals through enhanced menu development and educational wellness tools to engage students and faculty about healthier lifestyle dining options. Chartwells engages students through various social media outlets and campus specific technologies providing students with instant access to various nutrition information. Using an iconic identification system, Chartwells dining services teams help guide guests to healthier food options. Whether students are in need of certain foods for athletic or fitness reasons, counting calories, or looking for vegetarian, vegan or made without gluten meals, the Balanced U program caters to those needs. To meet the needs and expectations of students with gluten sensitivity, Chartwells developed a full set of recipes for all meal time periods that focus primarily on foods that naturally do not contain gluten. Chartwells also accommodates students with various other food sensitivities as part of the Balanced U program.

The website URL where information about where information about the vegan dining program is available:

<http://www.dineoncampus.com/missouristate/show.cfm?cmd=menus2>

Annual dining services expenditures on food:

Campus Sustainability Data Collector | AASHE

4,486,512 *US/Canadian \$*

Annual dining services expenditures on conventionally produced animal products:

1,941,142 *US/Canadian \$*

Annual dining services expenditures on sustainably produced animal products:

31,808 *US/Canadian \$*

Energy

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

"---" indicates that no data was submitted for this field

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	487,791 <i>MMBtu</i>	576,675 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	239,482 <i>MMBtu</i>	226,260 <i>MMBtu</i>
District steam/hot water	248,309 <i>MMBtu</i>	350,414 <i>MMBtu</i>

Gross floor area of building space::

	Performance Year	Baseline Year
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Gross floor area	5,820,589 <i>Gross Square Feet</i>	4,986,682 <i>Gross Square Feet</i>
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Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	228,640 <i>Square Feet</i>
Healthcare space	19,213 <i>Square Feet</i>
Other energy intensive space	

Degree days, performance year (base 65 °F / 18 °C)::

	Degree Days
Heating degree days	9,986
Cooling degree days	3,153

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.14
District steam/hot water	1.20

Start and end dates of the performance year and baseline year (or 3-year periods)::

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2010	June 30, 2011

A brief description of when and why the building energy consumption baseline was adopted:

A brief description of any building temperature standards employed by the institution:

The temperature of academic buildings is set according to occupied or unoccupied mode, depending upon time of day and class scheduling. When the building is occupied, temperature range is 70-75 degrees. In unoccupied mode, the summer maximum is 80 degrees and the winter minimum is 60 degrees.

A brief description of any light emitting diode (LED) lighting employed by the institution:

MSU has been retrofitting lighting systems with LED in both outdoor applications (parking lots, pedestrian lights, underpass, etc.) and indoor spaces such as classrooms, offices, theaters, athletic venues, gym, etc.

A brief description of any occupancy and/or vacancy sensors employed by the institution:

Motion-activated occupancy sensors control lights in several areas of campus buildings, including classrooms, hallways, conference rooms, break rooms, offices, study rooms and restrooms. Some of the new buildings also include daylight harvest sensors for indoor lighting systems.

There are also some motion-activated sensors that control HVAC equipment.
All outdoor lighting systems have installed either a photocell, a timer or they are linked with our building automation system.

A brief description of any passive solar heating employed by the institution:

A brief description of any ground-source heat pumps employed by the institution:

Glass Hall and Darr Agricultural Center have ground-source heat pumps.

A brief description of any cogeneration technologies employed by the institution:

A brief description of any building recommissioning or retrofit program employed by the institution:

Several campus buildings have been or will be renovated with energy efficiency as a top priority.

A brief description of any energy metering and management systems employed by the institution:

Most of the Springfield campus buildings are metered and included on the Energy Management system which is being monitored 24/7, 365 days per year.

There is also an online energy dashboard that displays the consumption of all energy and water in 21 buildings. This is a very powerful tool in order to provide feedback to the campus community regarding energy and water usage and conservation efforts.

The link is

<http://bedashboard.com/kiosk/86?autoplay=true>

A brief description of the institution's program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives:

The Sustainability Advisory Committee approved the ENERGY STAR Certified Purchasing Policy. The policy recommends selecting U.S. EPA Energy Star Certified products and appliances for any new purchases and to consider the environmental impact of the product.

The University has an Energy Procedure approved by the Sustainability Advisory Committee and managed through the Energy Management office.

A brief description of any energy-efficient landscape design initiatives employed by the institution:

Energy-efficient landscape design initiatives include, for example, the placement and selection of shade trees and wind breaks and the use of vegetation and reflective materials to reduce heat islands.

A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:

All vending machines are ENERGY STAR certified. They also include timers in order to shut down the machines during times when they are not needed.

A brief description of other energy conservation and efficiency initiatives employed by the institution:

The University has initiated several energy conservation and efficiency measures, including:

- Insulation upgrades
- Improvements to the chilled water loop such as installation of pressure independent valves to control flow, insulation, cooling towers water treatment and demand management
- Improvements to the steam production and distribution system, such as including two new and efficient boilers to be able to manage the summer and evening loads, maintenance of steam traps and insulation
- Efficient academic and event scheduling
- Class consolidation for energy efficiency during nights, weekends and summers
- Installation of occupancy sensors in buildings
- Retrofit of lighting systems
- Installation of timers in electric water heaters and water fountains

The website URL where information about the institution's energy conservation and efficiency initiatives is available:

<http://www.missouristate.edu/facilities/EnergyMgmt.htm>

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution supports the development and use of clean and renewable energy sources, using any one or combination of the following options.

Option 1:

Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2:

Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3:

Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4:

Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

"---" indicates that no data was submitted for this field

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	0 MMBtu
Option 2: Non-electric renewable energy generated on-site	0 MMBtu
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 MMBtu
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	331 MMBtu

Total energy consumption, performance year:

487,791 MMBtu

A brief description of on-site renewable electricity generating devices :

A brief description of on-site renewable non-electric energy devices:

A brief description of off-site, institution-catalyzed, renewable electricity generating devices:

A brief description of the RECs and/or similar renewable energy products:

MSU is actually purchasing 200 kW per year from City Utilities Solar Farm Initiative
More information can be found at:

<http://www.cityutilities.net/renewable/rnw-solar.htm>

The website URL where information about the institution's renewable energy sources is available:

Grounds

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving water and resources.

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

"---" indicates that no data was submitted for this field

Figures required to calculate the total area of managed grounds::

	Area
Total campus area	<i>225 Acres</i>
Footprint of the institution's buildings	<i>120.21 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>24.79 Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>70 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>10 Acres</i>
Managed organically, third party certified and/or protected	<i>0 Acres</i>

A copy of the IPM plan:

The IPM plan :

Missouri State University Grounds Services takes five tiered approach to IPM:

1. Inspection and Monitoring
2. Identification
3. Habitat Modification
4. Treatment
5. Prevention

Inspection and Monitoring

Make sample inspections of each type of plant in different locations looking for the following signs: insect parts or carcasses, droppings, holes, or discoloration in leaves. Regular inspections can keep a small problem from becoming a large problem. Remember that finding one or two insects is a reason to closer monitor and not a reason to spray.

Identification

It's important to know what type of pest you are dealing with so you don't waste time and resources on treatments that aren't appropriate

or are ineffective to the pest.

Habitat Modification

Find out what it is that pest like about the environment and change it if possible. This can be done by removing dead portions of the plant, thinning broken branches, or cleaning contaminated leaves and debris from the ground.

Treatment

Only use those chemicals that are appropriate for the specific pest and application. Read each label and understand what you are applying and at the proper rate. Always wear the proper safety equipment and be aware of your surroundings while applying.

Prevention

In some cases pretreatment of certain species is prudent. Soil injections and tree injections have been used to control insects such as the Japanese Beetles on certain varieties of trees.

A brief summary of the institution's approach to sustainable landscape management:

Grounds Services looks at several factors when managing the landscape.

- Non-restrictive chemicals are used when chemical use is required.
- Preventative maintenance is performed on the trees to reduce issues and removals.
- Cost of maintenance is evaluated on new and existing landscape with changes and recommendation being made.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

Trees are fenced off during construction projects to protect the root zone and keep equipment from damaging the tree. Existing vegetation is transplanted if it is in good shape and is a preferred variety to have on campus. Native and ecological appropriate plants are placed at a higher priority with new landscape designs. Invasive species are not planted on campus nor are species that may be determined to be high maintenance.

A brief description of the institution's landscape materials management and waste minimization policies and practices:

All tree waste and yard waste are sent off site to be recycled. Missouri State University does not have the space for an on-site facility.

A brief description of the institution's organic soils management practices:

Soil test are taken annually and adjustments are made if needed. Leaves are mulched in areas to promote decomposition and nutrient release back into the soil.

A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:

The outdoor bench seating on campus is made from recycled plastics. Some mulch and compost used on campus is from recycled trees and yard waste.

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

Campus lawn areas are aerated annually to promote rainwater infiltration and reduce runoff. Landscaping to promote transpiration and reduce standing water is also applied.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

Missouri State University has a snow and ice removal policy posted on our University website.

<http://www.missouristate.edu/policy/snowremoval.htm>.The

snow or ice event, classes in session and events happening on Campus dictate the response that Grounds Services takes. If classes are not in session unused parking lots and sidewalks are not cleared and allowed to melt naturally and to save on resources. The University has also invested in spreaders with gates so that flow of material can be better controlled. These spreaders paid for themselves the first season of use by saving in not wasting excess material.

A brief description of any certified and/or protected areas:

Missouri State University has no certified or protected areas on the main campus.

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:

Yes

The website URL where information about the institution's sustainable landscape management programs and practices is available:

<http://www.missouristate.edu/facilities/39739.htm>

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

"---" indicates that no data was submitted for this field

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

Yes

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

The Bull Shoals Field Station (BSFS) is within the Missouri Department of Conservation's (MDC) Drury Wildlife Conservation Area. This is a protected area and managed by MDC. MSU conducts research/monitoring on migratory birds, plants, and mammals. This area is also within an Audubon Society Important Bird Area – the WHITE RIVER GLADES AND WOODLANDS IBA - Drury-Mincy Conservation Area. This area has conservation targets which include Swainson's Warbler, Bachman's Sparrow, Kentucky Warbler, and Prothonotary Warbler. MSU is involved in the restoration of giant river cane for the Swainson's Warbler, in cooperation with MDC.

The landscape of the Drury-Mincy Conservation Area is typical of the White River Glade Region of the Ozark Mountains, with steep hills dissected by numerous streams. The karst topography has many caves, sinks, and springs. The area is deeply wooded with oak-hickory forest and post-oak savanna, and has extensive bluestem balds (dolomite glades). The glades are considered a unique feature and comprise 35% of the area. The Drury-Mincy Conservation Area also includes two permanent streams and 20 permanent ponds.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:

Yes

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:

Yes

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

MSU has conducted surveys of woody and herbaceous plants, mammals, reptiles, amphibians, and birds. We actively monitor migratory birds with the banding program, Monitoring Avian Productivity and Survivorship (MAPS). Yearly surveys of plants and mammals are also conducted.

A brief description of identified species, habitats and/or environmentally sensitive areas:

The glades have thin soils and are dominated by grasses and numerous wild flowers, and contain five endemic species. The savannas have a prairie-like herbaceous understory similar in composition to the glade communities. A sinkhole pond marsh (pond #2) contains the rare manna grass. Other rare and endangered species include giant cane and running buffalo clover.

Common wildlife include deer, wild turkey, migratory waterfowl, and armadillos. The area also includes the alligator snapping turtle and the greater roadrunner. A wide variety of lizards and snakes live on the glades. Federally listed endangered species include the gray myotis bat. Nesting bald eagles are also found.

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

In the absence of fire, the savannas have been invaded by a variety of fire-sensitive woody species, resulting in a closed canopy, and glades have been invaded by red cedars. The Missouri Department of Conservation (MDC) is currently restoring these communities with a combination of cedar removal and prescribed burns.

The website URL where information about the institution’s biodiversity policies and programs(s) is available:

<http://bullshoals.missouristate.edu/>

Purchasing

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Credit
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

Electronics Purchasing

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

"---" indicates that no data was submitted for this field

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:

Yes

A copy of the electronics purchasing policy, directive, or guidelines:

The electronics purchasing policy, directive, or guidelines :

The University participates in a Dell contract through the University of Missouri

<http://helpdesk.missouristate.edu/software-and-hardware/purchasing-hardware/>

<http://www.dell.com/learn/us/en/uscorp1/corp-comm/dell-green-product-certifications?c=us&l=en&s>

[=corp&cs=uscorp1](#)

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

Computer hardware/software must be ordered via requisition to the Office of Procurement Services per University contract pricing per policy at

<http://missouristate.edu/procurement/65870.htm>

Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	0 US/Canadian \$
EPEAT Silver	1,033,158 US/Canadian \$
EPEAT Gold	269,347 US/Canadian \$

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

1,302,505 US/Canadian \$

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

<http://www.missouristate.edu/procurement/65870.htm>

Cleaning Products Purchasing

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
 - General-purpose, bathroom, glass, and carpet cleaners
 - Biologically-active cleaning products (enzymatic and microbial products)
 - Floor-care products, e.g. floor finish and floor finish strippers
 - Hand cleaners
 - Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
 - Plastic film products (e.g. garbage bags/liners)
 - Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
 - Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses
-

"---" indicates that no data was submitted for this field

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

No

A copy of the green cleaning product purchasing policy, directive, or guidelines:

The green cleaning product purchasing policy, directive, or guidelines:

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:

Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

177,190 US/Canadian \$

Total expenditures on cleaning and janitorial products:

258,944 US/Canadian \$

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological (“green”) cleaning program?:

A brief description of the institution’s low-impact, ecological cleaning program:

A copy of the sections of the cleaning contract(s) that reference certified green products:

The sections of the cleaning contract(s) that reference certified green products:

The website URL where information about the institution’s green cleaning initiatives is available:

Office Paper Purchasing

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

"---" indicates that no data was submitted for this field

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

It is standard University practice for all copy paper to contain at least 30% recycled content.
This is stated on the paper order form:

<http://www.missouristate.edu/procurement/paperorder.asp>

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed :

All paper is ordered through Procurement and recycled paper is the only option

<http://www.missouristate.edu/procurement/paperorder.asp>

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 <i>US/Canadian \$</i>
30-49 percent	157,125 <i>US/Canadian \$</i>
50-69 percent	0 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	0 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled label)	0 <i>US/Canadian \$</i>

Total expenditures on office paper :

157,125 *US/Canadian \$*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

<https://ws.missouristate.edu/procurement/paperorder.asp>

Inclusive and Local Purchasing

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

Submission Note:

http://www.missouristate.edu/policy/Op8_16_ProcurementProcedures.htm#Construction_contracts

<http://design.missouristate.edu/ContractorServices/MBEWBEParticipation.htm>

"---" indicates that no data was submitted for this field

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

The policy, guidelines or directive governing inclusive and local purchasing:

Op8.07 Disadvantaged Business Enterprise Program

Missouri State University ensures that small businesses owned by socially and economically disadvantaged individuals have equal opportunity to participate on contracts and project work administered by Missouri State through the Disadvantaged Business Enterprise (DBE) Program.

In accordance with the regulations of the U.S. Department of Transportation (DOT), 49 CFR Part 26, it is required that Missouri State, as a recipient of federal funds, administer a DBE Program. It is the policy of Missouri State to ensure that DBEs, as defined in Part 26, have an equal opportunity to receive and participate in DOT-assisted contracts. Specifically, Missouri State University's policy is:

- To ensure nondiscrimination in the award and administration of DOT-assisted contracts;
- To create a level playing field on which DBE's can compete fairly for DOT-assisted contracts;
- To ensure that the DBE program is narrowly tailored in accordance with applicable law;
- To ensure that only firms that fully meet 49 CFR Part 26 eligibility standards are permitted to participate as DBE's;
- To help remove barriers to the participation of DBE's in DOT-assisted contracts; and
- To assist in development of firms that can compete successfully in the marketplace outside the DBE Program.

Missouri State establishes annual DBE goals for federally funded construction projects. All projects receiving federal funds administered through Missouri State are subject to the rules of the Federal regulations and DBE Program guideline parameters.

Op8.16 Procurement Procedures

Required language for purchase orders and subcontracts (VEVRAA)

The following language must be included in bold typeface in subcontracts and purchase orders:

This contractor and subcontractor shall abide by the requirements of 41 CFR 60-741.5 (a). This regulation prohibits discrimination against qualified protected veterans, and requires affirmative action by covered prime contractors and Subcontractors to employ and advance in employment qualified protected veterans.

Required language for purchase orders and subcontracts (Section 503)

The following language must be included in bold typeface in subcontracts and purchase orders:

This contractor and subcontractor shall abide by the requirements of 41 CFR 60-741.5 (a). This regulation prohibits discrimination against individuals on the basis of disability, and requires affirmative action by covered prime contractors and subcontractors to employ and advance in employment qualified individuals with disabilities.

Minority Business Enterprise/Women Business Enterprise (MBE/WBE) Participation

For construction contracts in amounts greater than or equal to One Hundred Thousand Dollars (\$100,000) contractors are bound to subcontracting a percentage of the contract to MBE/WBE(s). Below is information to aid contractors in soliciting to MBE/WBE(s). MBE/WBE Goal: The bidder shall have as a goal subcontracting not less than ten percent (10%) MBE and five percent (5%) WBE of the awarded contract price for work to be performed.

Computation of MBE/WBE Percent Goal Participation: The total dollar value of the work granted to the MBE/WBE by the successful bidder is counted towards the applicable goal of the entire contract. A bidder may count toward its MBE/WBE goal only expenditures to MBE/WBE(s) that perform a commercially useful function in the work of a contract. A bidder may count toward its MBE/WBE goals expenditures for materials and supplies obtained from MBE/WBE suppliers and manufacturers, provided that the MBE/WBE assumes the actual and contractual responsibility for the provision of the materials and supplies.

MBE/WBE Requirements: The bidder shall state and submit with his/her bid proposal, his/her proposed plan for the use of MBE/WBE subcontractors. The information requested in the Compliance Evaluation Form shall be submitted for every MBE/WBE the bidder intends to use on the contract work. If the MBE/WBE subcontractor that the bidder proposes to use on the project is not certified, the bidder shall submit with his/her proposal the information requested in the MBE/WBE Eligibility Determination Form. If the MBE/WBE subcontractor that the bidder intends to use is a joint venture, and one (1) or more coventures is not certified as an MBE/WBE, the bidder

shall submit with his/her proposal the information requested in the MBE/WBE Eligibility Determination Form for Joint Ventures.

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

Yes

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

26.07

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

http://www.missouristate.edu/policy/Op8_07_DisadvantagedBusinessEnterprise.htm

Life Cycle Cost Analysis

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Guidelines for Business Partners

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Responsible Party

Jordan Schanda
Sustainability Coordinator
Environmental Management

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution’s motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

"---" indicates that no data was submitted for this field

Total number of vehicles in the institution’s fleet :

184

Number of vehicles in the institution's fleet that are::

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	16
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:

The website URL where information about the institution's support for alternative fuel and power technology is available:

Student Commute Modal Split

Responsible Party

Tamera Jahnke

Dean

College of Natural and Applied Sciences

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

"---" indicates that no data was submitted for this field

Total percentage of students that use more sustainable commuting options:

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	17
Walk, bicycle, or use other non-motorized means	41
Vanpool or carpool	19
Take a campus shuttle or public transportation	23
Use a motorcycle, scooter or moped	---

A brief description of the method(s) used to gather data about student commuting:

The website URL where information about sustainable transportation for students is available:

Employee Commute Modal Split

Responsible Party

Tamera Jahnke

Dean

College of Natural and Applied Sciences

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

---" indicates that no data was submitted for this field

Total percentage of the institution's employees that use more sustainable commuting options:

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	18
Walk, bicycle, or use other non-motorized means	48
Vanpool or carpool	18
Take a campus shuttle or public transportation	16
Use a motorcycle, scooter or moped	---
Telecommute for 50 percent or more of their regular work hours	---

A brief description of the method(s) used to gather data about employee commuting:

The website URL where information about sustainable transportation for employees is available:

<http://www.missouristate.edu/safetran/>

Support for Sustainable Transportation

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

Submission Note:

<http://www.missouristate.edu/Sustainability/Transportation.htm>

"---" indicates that no data was submitted for this field

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

The new Foster Recreation Center (FRC) provides free day-use lockers and locker rentals available to students, faculty, staff, and community members. The FRC also provides free shower facilities. Secure bicycle storage is not yet available, though there are ample bike racks across campus.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

There are at least 42 areas with bicycle racks. All residence halls have a minimum of one set of racks near an entrance. Several residence halls have bike racks at multiple entrances. Bicycle racks are also placed near all other campus buildings. The majority of these racks are as close to the building entrance as realistically possible.

Map with bike racks:

<http://map.missouristate.edu/>

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

Yes

A brief description of the bicycle/pedestrian policy and/or network:

MSU has a network of bicycle paths throughout the main campus. All paths are clearly marked and are generally clear of pedestrians. Pedestrians have right-of-way and have an accessible sidewalk system through all parts of campus.

Map with bike lanes:

<http://map.missouristate.edu/>

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

Yes

A brief description of the bicycle sharing program:

The Green Bike Rental Program is funded through the student sustainability fund and is housed and managed by Residence Life, Housing and Dining Services. Students can rent bikes for a semester or year at an affordable price. A total of 107 bikes have been part of the Green Bike Program.

<http://www.missouristate.edu/Sustainability/193263.htm>

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

The campus Bear Line is a free shuttle that services the main campus, downtown, fraternity and sorority housing, and nearby residential areas. The shuttles are available to all students, faculty, staff, and community members. The shuttles are equipped for disabled access and can be tracked live online.

Bear Line shuttle website:

<http://www.missouristate.edu/safetran/bearlineshuttle.htm>

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

No

A brief description of the GRT program:

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

Missouri State University has an account with

OzarksCommute.com

that can only be used by members of the university community. This free ridematching system requires users to use their Missouri State email as a way to ensure all members are in fact affiliated with Missouri State University. Carpooling has never been easier than with the

OzarksCommute.com

system. The users origin and destination are geocoded to a corresponding latitude and longitude coordinate. A route from their origin to work/school is evaluated. The system will match within a user-defined distance from the origin, destination and along their route. This is a free service to the campus community.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

MSU has a car/van fleet for shared operation among all departments and rental to registered student organizations. Additionally, the Student Sustainability Commission approved the Zipcar car-sharing Program. The program launched on Friday, August 29, 2014. Missouri State currently has two Zipcars, Solesbee and Torbett, that are new Ford Focuses. Each reservation with either Solesbee or Torbett comes with 180 miles, gas and insurance coverage. After the 24-hour mark, however, users get 20 extra miles for each additional hour of the reservation. Zipcars can be reserved anywhere from one hour to four days and reservations can be made online, on the Zipcar mobile app or via text. Reservation prices for Zipcar are dependent on the day. Zipcar provides low-cost rental cars to any student, faculty, or staff member at Missouri State for personal or professional use.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

No

A brief description of the electric vehicle recharging stations:

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

No

A brief description of the telecommuting program:

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

No

A brief description of the condensed work week program:

Does the institution have incentives or programs to encourage employees to live close to campus?:

No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

In spring 2014, a Student Sustainability Fund proposal was approved to purchase four bicycle maintenance stations in an effort to encourage students to ride bicycles more than driving from location to location on campus, set an example in the community for furthering the sustainability efforts of Springfield, Missouri and also inspire camaraderie amongst the students by inspiring them to build a bicycling community.

The maintenance stations were installed and now allow students, staff, and faculty on the Missouri State University, Springfield campus to easily fix and maintain bicycles. The bike maintenance stations are located near heavy bike traffic areas and bicycle parking areas to maximize the usefulness and convenience for students, faculty and staff.

The website URL where information about the institution's sustainable transportation program(s) is available:

<http://www.missouristate.edu/Sustainability/193481.htm>

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Jordan Schanda
 Sustainability Coordinator
 Environmental Management

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution’s total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution’s primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

"---" indicates that no data was submitted for this field

Waste generated::

	Performance Year	Baseline Year
Materials recycled	501.11 Tons	405.05 Tons
Materials composted	141 Tons	132 Tons
Materials reused, donated or re-sold	0 Tons	2 Tons
Materials disposed in a solid waste landfill or incinerator	951.85 Tons	1,174.22 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	3,675	3,740
Number of residential employees	9	8
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	16,801	17,135
Full-time equivalent of employees	2,274	2,307
Full-time equivalent of distance education students	293	435

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2011	June 30, 2012
Baseline Year	July 1, 2013	June 30, 2014

A brief description of when and why the waste generation baseline was adopted:

A brief description of any (non-food) waste audits employed by the institution:

In Spring 2015, Student for a Sustainable Future began auditing the recycling bins in academic buildings. They are assessing the usage of the bins and identifying items that are being discarded incorrectly. They will present their results and suggestions for improving the recycling program at the end of the semester.

A brief description of any institutional procurement policies designed to prevent waste:

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

MSU has a surplus property program where materials that are no longer needed (furniture, computers/TVs, vehicles, etc.) may be stored and be claimed for re-use by other departments. The originating department submits a "Surplus Property" form to procurement and relocates the property to a central storage location. Other units may go and request the available property and have it delivered to them.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

A brief description of any limits on paper and ink consumption employed by the institution:

MSU has a limited printing policy in effect in all computer labs on campus. This policy, known as BearPrint, provides a \$60 printing allotment per semester for each student, with each printed page valued at \$0.08 for black and white and \$0.75 for color. Duplex pages can be printed on both sides for only \$0.08, which doubles the allotment when used.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

The Residence Life and Services Department promotes waste reduction during move-out by sponsoring the Bear Share program. This program encourages students to donate their items including food, clothing, school supplies, and furniture directly to a local charitable organization. An area in the lobby of each dormitory is set aside for collection and the organization brings a truck and personnel to campus to collect the donated items.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

Missouri State University participates in RecycleMania each year in an attempt to raise awareness about recycling and encourage participation.

A brief description of any food waste audits employed by the institution:

Twice per semester or four times a year we will conduct a program to measure the amount of waste in the dining centers. We will collect all the waste during a selected day and then divide that out by the number of customers to determine the waste per customer.

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

We utilize a program called trim tracks in which we collect all the waste as were doing food production in special containers and then those containers are weighed and entered into a log every day.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

All dining halls have been trayless since Fall 2010. We have implemented a portion control program that we call love food hate waste, as well as meatless Monday.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

We have a reusable mug program that offers free soda to people once they purchased a mug as well as our Starbucks program which provides discounts for bringing your own cup.

A brief description of other dining services waste minimization programs and initiatives:

The website URL where information about the institution’s waste minimization initiatives is available:

<http://www.missouristate.edu/sustainability/>

Waste Diversion

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

"---" indicates that no data was submitted for this field

Materials diverted from the solid waste landfill or incinerator:

644.11 Tons

Materials disposed in a solid waste landfill or incinerator :

951.85 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

Recycling bins are located in all of the academic buildings on campus, in the residence halls, as well as outside for use between buildings and at shuttle stops. Recycling pick up service is offered to the campus for the following items: batteries, toner cartridges and e-waste. The dining halls have programs in place to donate or compost their food waste. Missouri State University also participated in RecycleMania in order to raise awareness about recycling and to encourage campus users to minimize waste.

A brief description of any food donation programs employed by the institution:

Missouri State University joined the Food Recovery Network in 2014 through the guidance of OPHI (Ozarks Public Health Institute). Student volunteers from the Master of Public Health Program recover food not used by students, which would otherwise be thrown away, from two dining halls (Blair-Shannon & Garst). This food is delivered to two different agencies (Northside and Southside Senior Communities) on every Tuesday and Friday. During the process, the volunteers document the amount and type of food donated from each dining hall as well as food temperatures for safety concerns.

A brief description of any pre-consumer food waste composting program employed by the institution:

Dining services composts all food waste through a program called Trim Trax. The dining halls have buckets in the kitchens were they put all of the pre-consumer waste such as onion peelings, celery roots etc. which are then put into the compost cans at the end of each shift.

A brief description of any post-consumer food waste composting program employed by the institution:

Dining services composts all food waste. The trash cans out front and in the dish room have corn plastic liners. When customers dump food out front into the trashcan or send it back on the plate, it ends up in a can which is later taken outside and placed in larger composting holding cans outside. On Mondays, Wednesdays and Fridays the composting company picks up the bins from all the locations and delivers it to their composting facility.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	Yes
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	Yes
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes

Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

Submission Note:

Missouri State University cannot pursue this credit at this time. While our contractors regularly recycle a great deal of the construction waste materials generated by our projects, Planning, Design & Construction is just beginning to formally track the quantities and types of construction waste that are recycled and the amount of waste that is actually sent to a landfill for each project.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Hazardous Waste Management

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

"---" indicates that no data was submitted for this field

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

The Environmental Management Department promotes waste minimization through training and outreach while encouraging units to minimize volume of chemicals and consider purchasing less hazardous options. Other steps taken include:

Mercury exchange program: Anyone turning in old mercury thermometers receives twice that number of alcohol thermometers in exchange. Collected mercury thermometers are submitted for recycling/recovery.

CRT Amnesty Program: Encouraged offices that had old (but working) CRT-type monitors 'saved' in closets to turn them in at no cost for recycling. To date, over 750 CRTs have been recycled.

Fluorescent or other mercury light bulbs across parts of campus have been replaced with LED lighting, reducing the generation of universal waste mercury bulbs. These replacement projects are expected to continue.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

MSU has strategies and procedures to safely dispose of all hazardous, universal, and non-regulated chemical waste. The Environmental Management Department manages hazardous and universal waste generated on campus to ensure regulatory compliance and proper disposal. Wastes are disposed through licensed/permitted contractors (i.e. Veolia Environmental Solutions, Waste Management, etc.)

Non-regulated chemical wastes are disposed appropriately.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

No significant hazardous material releases have occurred in the past 3 years.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

The Environmental Management Department maintains a Chemical Surplus inventory stocked with materials from labs where chemicals are no longer needed or procedural changes create unneeded supplies. An inventory of these materials is maintained online where University faculty can locate and request available materials. Materials from the Chemical Exchange inventory are delivered and supplied at no charge.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

MSU maintains an active program to recycle electronic waste generated by the institution that can no longer be repaired or have reached the end of service life. Electronic waste is submitted to the Environmental Management Department. Surplus electronics are auctioned through the Property Control Unit of the Department of Procurement Services. Unsold or unusable electronics (e-waste) are properly recycled. Used ink cartridges are often donated to a campus organization or local non-profit to sell to a recycling facility. Printer ink cartridges are collected in each residence hall lobby. Periodically a student leadership organization collects them and delivers them to a vendor who reuses them. Batteries are collected at each residence hall front desk and delivered to Environmental Management for disposal. If students have other electronic waste they are encouraged to contact Environmental Management for disposal or to donate items that still function during the end of semester donation collections that take place in each residence hall.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

Faculty, staff and students who deal with hazardous or universal waste, hazardous substances, and spill response are required to receive training in accordance with the University's and/or Departmental Chemical Hygiene Plans. No faculty, student or staff member is allowed to work unsupervised in a position in which they handle or are exposed to hazardous waste, hazardous materials, or are involved in spill response until they have received the required training. The Director of Environmental Management (and the designated Back-Up DEM) attends training/refresher courses to develop skills and increase knowledge in the areas of hazardous materials and hazardous waste, DOT requirements, OSHA requirements related to hazardous materials, webpage design and development for disseminating information, bio-safety and bio-hazardous waste, and to maintain Certified Hazardous Materials Manager status.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

<http://www.missouristate.edu/environmental/>

Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Jordan Schanda
Sustainability Coordinator
Environmental Management

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

"---" indicates that no data was submitted for this field

Level of water risk for the institution's main campus:

Low to Medium

Total water use::

	Performance Year	Baseline Year
Total water use	136,738,888 Gallons	267,346,420 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	136,738,888 Gallons	267,346,420 Gallons

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
--	------------------	---------------

Number of residential students	3,740	3,873
Number of residential employees	8	9
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	17,135	16,799
Full-time equivalent of employees	2,307	2,287
Full-time equivalent of distance education students	435	222

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	5,820,589 <i>Square Feet</i>	4,986,682 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	30 <i>Acres</i>	35 <i>Acres</i>

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2010	June 30, 2011

A brief description of when and why the water use baseline was adopted:

Water recycled/reused on campus, performance year:

230,384 *Gallons*

Recycled/reused water withdrawn from off-campus sources, performance year:

0 Gallons

A brief description of any water recovery and reuse systems employed by the institution:

Missouri State University and Watershed Committee of the Ozarks have completed the construction of a rainwater collection system at the MSU William H. Darr Agricultural Center. This project is part of the Big Urbie stormwater grant to improve water quality and reduce stormwater runoff. The rainwater collection system can capture 20,000 gallons of water from the roof of Pinegar Arena to store in underground tanks. The water is used for dust suppression inside the arena. Rainwater harvesting reduces the amount of runoff and conserves drinking water.

A brief description of any water metering and management systems employed by the institution:

The University has 10 dedicated meters installed on buildings connected to the Building Automation System which are constantly trended and monitored.

Some of the meters are displayed on the “Green Kiosk” which can be accessed at

<http://bedashboard.com/kiosk/86?autoplay=true>

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

Missouri State University’s WaterSense purchasing procedure is designed for water conservation, through the purchasing of WaterSense products, yielding savings through reduced water consumption. The procedure states that water-using products purchased by MSU shall meet the U.S. EPA WaterSense certification when available and practical.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

Missouri State University’s WaterSense purchasing procedure is designed for water conservation, through the purchasing of WaterSense products, yielding savings through reduced water consumption. The procedure states that water-using products purchased by MSU shall meet the U.S. EPA WaterSense certification when available and practical.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

All trees and shrubs planted with no irrigation needs once the plants are established.

A brief description of any weather-informed irrigation technologies employed by the institution:

Rain sensors are attached to all irrigation clocks.

A brief description of other water conservation and efficiency strategies employed by the institution:

Energy Management schedules the university water fountains to be ON only during the day and restricts hours during the weekends. The fountains are turned off during holidays, breaks and from October until April every year. There are wind sensors installed on water fountains which stop the pumps when excessive wind speeds. During the month of August and September, Energy Management limits the fountains use time, shutting them down for hours or full days when the outdoor temperatures are above 90 F.

During drought conditions throughout the Springfield area, the following Missouri State University Water Conservation Plan will be implemented to reduce the University's water consumption.

The stages noted in this plan are in accordance with the City Utilities Emergency Water Conservation Plan that will be implemented when stored water volume is equal to or less than 60 percent of lake storage capacity. These measures will end when it is determined, through communication with City Utilities, the Springfield water supply has returned to acceptable levels for normal water consumption.

Proactive Measures – Water Shortage

- Shut down exterior fountains
 - o John Q. Hammons Fountain
 - o Juanita K. Hammons Hall for the Performing Arts
 - o Sunvilla Tower
- Adapt conservative irrigation and landscaping practices
- Do not irrigate during mid-day or in windy conditions
- o Use the campus irrigation well
- o Limit new plants
 - If materials have been purchased, concentrate on a few high visibility areas
- Limit power washing
- Adapt plumbing practices
 - o Make repairs of all leaking pipes and hardware an emergency priority
- Reduce steam load
 - o Turn off heat as soon as practical
- Adapt Food Service practices
 - o Use refrigerator thaw versus running water
 - o Run dishwashers only when full
 - o Run garbage disposals only when needed
- Eliminate on and off campus vehicle washing
- Educate the campus community
 - o Tips will be published for everyone to do their part
 - o Landscaping will brown and vehicles will be dirty
 - o Utilize City Utilities facilitator, in conjunction with University personnel, to educate students

Stage One – Water Shortage

Begins when stored water volume is equal to or less than 60 percent of lake storage capacity. This stage is designed to accomplish an overall system reduction in water consumption of 15 percent. All proactive measures remain in effect, except as modified below:

- Sunvilla Tower pool will be closed
- Adapt irrigation practices
 - o Limit irrigation to 1 inch per week on established turf (only when moisture is required)
- No new plantings
- Eliminate power washing
- Adapt plumbing practices
 - o Shutdown leaking hardware where practical
- Reduce steam load
 - o Turn off heat exchangers for tempering pool water

- Adapt Food Service practices
 - o Reduce ice making capabilities by 50 percent in all dining halls and catering operations
 - o Do not pre-fill glasses and offer ice tea or water from carafes
 - Educate the campus community
 - o Provide frequent updates regarding drought conditions and how Missouri State University is carrying our share of the burden
- Stage Two – Water Emergency

Begins when stored water volume is equal to or less than 55 percent of capacity and/or stage one has not accomplished a 15 percent reduction in water consumption. Stage two is intended to accomplish an overall system reduction in water consumption of 20 percent.

Restrictions of proactive measures and stage one remain in effect, except as modified below:

- Eliminate automatic sprinkler system irrigation
 - o Only water from hand-held hose or container, or drip irrigation
- o Give attention to the most valuable assets, in terms of cost and impact to the campus
- Adapt Residence Life and Services practices
 - o Eliminate contract window cleaning
 - o Disconnect ice machines within Residence Life and Services

Stage Three – Water Crisis

Stage three is effective when stored water volume is equal to or less than 50 percent of capacity, and/or stage two has not accomplished a 20 percent reduction in water consumption. Stage three is intended to accomplish an overall system reduction in water consumption of 25 percent. All requirements of proactive measures, stages one and two remain in effect, except as modified below:

- Pools will not be refilled
- Reduce use of air conditioning in buildings
 - o Adjust to higher temperature setting
- Reduce steam load
 - o Stop supplying steam to buildings that only use it for providing hot water to public restrooms
- Adapt Food Service practices
 - o Use paper products for some meals (increased expense)

The website URL where information about the institution’s water conservation and efficiency initiatives is available:

<http://www.missouristate.edu/facilities/141319.htm>

Rainwater Management

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for both parts of this credit as long as the policies apply to and are followed by the institution.

Submission Note:

<http://news.missouristate.edu/2014/11/19/msu-watershed-committee-of-the-ozarks-construct-20000-gallon-rainwater-collection-system-in-springfield/>

"---" indicates that no data was submitted for this field

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution’s Low Impact Development (LID) practices:

As standard practice the University requires contractors to manage all stormwater runoff during construction to avoid polluting local waterways and ground water. The University also employs stormwater detention basins to control storm water runoff from University property. The detention basins collect runoff and slowly release the water to reduce the risk of flooding to the properties surrounding the campus. Whenever new pervious area is added to the campus, stormwater detention facilities or other stormwater management facilities are included in the design of the project to reduce the impact of the development.

The University worked with the City of Springfield and Watershed Committee of the Ozarks to modify the existing detention basin just west of Greenwood Lab School to improve the quality of stormwater runoff. The modifications included removing the existing straight concrete channel from the bottom of the basin and replacing it with a serpentine swale and check dams to create a bioswale. Native plants were also installed to help filter the water. The quality of the stormwater was monitored for a period of time prior to the improvements and continues to be monitored to determine if the modifications have improved the quality of the stormwater runoff.

As part of the construction of the Bill R. Foster Family Recreation Center a rain garden was created to receive roof drain site runoff. The rain garden is planted with suitable native plants to help filter the water that accumulates in the rain garden. A subdrain is installed below the rain garden and amended soil is installed over the subdrain to allow the water to be filtered before it enters the municipal storm drainage system.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution’s rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

MSU manages storm water through a variety of procedures that have evolved over time. To mitigate over-taxing the City’s storm water systems and reduce flooding, detention of the water prior to release into the storm systems has proven successful. Emphasis began in the mid-nineties with some major structures.

Properly installed and managed rain gardens filter water before it enters the storm water systems. Currently one exists at the northwest corner of the Foster Recreation Center.

A brief description of any rainwater harvesting employed by the institution:

Missouri State University and Watershed Committee of the Ozarks have completed the construction of a rainwater collection system at the MSU William H. Darr Agricultural Center. This project is part of the Big Urbie stormwater grant to improve water quality and reduce stormwater runoff. The rainwater collection system can capture 20,000 gallons of water from the roof of Pinegar Arena to store in underground tanks. The water is used for dust suppression inside the arena. Rainwater harvesting reduces the amount of runoff and conserves drinking water.

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

The university utilizes detention basins and rain gardens for filtering rainwater.

A brief description of any living or vegetated roofs on campus:

A brief description of any porous (i.e. permeable) paving employed by the institution:

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

The university has one rain garden located at Foster Recreation Center

A brief description of any stormwater retention and/or detention ponds employed by the institution:

The university has several stormwater retention areas, including the largest, a 500,000 cubic foot basin at the SW quadrant of the corner of Grand Street and National Avenue which has proved to be very successful in eliminating flooding, even in record level rainfalls.

A brief description of any bioswales on campus (vegetated, compost or stone):

MSU has a bioswale at Greenwood Laboratory school where the detention basin at Greenwood Laboratory School was retrofitted in summer 2014 by removing the concrete channel and constructing a rock check dam and swale through the basin to slow, spread, and soak up and filter the run off.

A brief description of any other rainwater management technologies or strategies employed by the institution:

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

<http://design.missouristate.edu/Sustainability/SustainabilityinConstruction.htm>

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

Submission Note:

For more detail about specific duties and outcomes of the sustainability office, refer to the following job descriptions:

Job Description for Sustainability Coordinator

<http://www.missouristate.edu/human/jobdescriptions/167884.htm>

Job Description for Recycling Coordinator

<http://www.missouristate.edu/human/jobdescriptions/52088.htm>

"---" indicates that no data was submitted for this field

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The Sustainability Advisory Committee meets once a month through the academic year, (August to May). In the past three years, the Sustainability Advisory Committee has accomplished numerous goals. These accomplishments include hiring a full-time sustainability coordinator, implementing Green Teams, participating in Campus Conservation Nationals 2014 to achieve a 9.1% reduction in energy over 3 weeks, earning Tree Campus USA, hiring a sustainability graduate assistant, authoring and circulating a sustainability newsletter, creating Energy Star and EPA Water Sense purchasing policies, conducting a sustainability literacy assessment, adopting native plant and [Campus Sustainability Data Collector](#) | [AASHE](#)

wildlife policies, completing energy efficiency upgrades like LED lighting and expanding the chilled water loop, creating a Facilities revolving loan fund up to \$200,000, developing an energy program policy, and adopting formal short- and long-term goals.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

Sustainability Advisory Committee Charge:

Develop recommendations for new sustainability initiatives and for improving current sustainability initiatives.

Develop realistic strategies to increase our use of renewable energy so that the University becomes less dependent on coal over time, keeping in mind that recommendations for increasing the use of renewable energy must come with an estimated funding cost.

Develop strategies to promote sustainability initiatives across our state and region.

Research what our peer universities and sister universities in Missouri are doing related to sustainability initiatives.

The Sustainability Advisory Committee has three subcommittees to help carry out this mission: Energy, Benchmark, and Goal Watching.

Energy Subcommittee:

Promotes campus energy conservation through efficiencies and education.

Educates campus and surrounding community on energy conservation.

Analyzes trends and develops proposals for energy projects for review by Facilities Management.

Develops energy saving projects for implementation as funded by a revolving loan fund, student Sustainability Fund monies, and other sources.

Explores new technologies including renewable energy both on campus and from our energy providers.

Promotes energy initiatives statewide and researches best practices from our peer institutions and other in-state universities.

Reports to Sustainability Advisory Committee regularly.

Benchmark Subcommittee:

Prepares a summary of which agreements have been signed by our benchmark institutions and sister institutions in the state of Missouri.

Prepares a summary of accomplishments from each institution noted above related to the agreements signed (President's Climate Commitment and the Beyond Coal Commitment).

Prepare a summary of AASHE membership and AASHE STARS ratings for all benchmark institutions and sister institutions in the state of Missouri.

Summary will be updated annually.

Goal Watching Subcommittee:

Committee will monitor the Sustainability Advisory Committee's list of goals and prepare a quarterly summary of accomplishments.

Committee will present annual report summary to Sustainability Advisory Committee by September each year for approval at the October meeting.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Ken McClure, V.P. Administrative and Information Services, committee Co-Chair

Tammy Jahnke, Dean, College of Natural and Applied Science, committee Co-Chair

Jordan Schanda, Sustainability Coordinator

Bill Cheek, Faculty Emeritus

Jennifer Cox, Associate Director, Facilities Management

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Nicki Donnelson, Public Relations Specialist, University Communications
Anson Elliott, Department Head, Agriculture
Teresa Frederick, Assistant Director Residence Life Housing and Dining Services
Max Wagner, Chief Sustainability Commissioner, Student Government Association
Terrel Gallaway, Professor, Economics
Janice Greene, Professor, Biology
Tony Hein, Director of Operations, Dining Services
Jordan McGee, Student Government Association President
Emma Donovan, Students for a Sustainable Future President
Brad Kielhofner, University Engineer, Associate Director of Planning, Design & Construction
Timothy Hogenkamp, Director of Sustainability, Student Government Association
Mike Kromrey, Executive Director, Watershed Committee of the Ozarks
Barbara Lucks, Sustainability Officer for Department of Environmental Services, City of Springfield
Tina McManus, Controller, Financial Services
Matt Morris, Associate V.P. Administrative and Information Services
Joe Pitts, Executive Director for James River Basin Partnership
Jordan McGee, President, Student Government Association
Cara Shaefer, Director, Energy Management and Conservation, City Utilities
David Vaughan, Director, Environmental Management, Environmental Health and Safety

The website URL where information about the sustainability committee(s) is available:

<http://www.missouristate.edu/Sustainability/AdvisoryCommittee.htm>

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The sustainability office works collaboratively with all units of campus to implement and communicate sustainability initiatives. Employees include a full-time Sustainability Coordinator, full-time Environmental Management Technician / Recycling Coordinator, part-time Graduate Assistant (2013-2014), and three part-time student recycling workers. The sustainability office is within Environmental Management, under Administrative and Information Services.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

3

The website URL where information about the sustainability office(s) is available:

<http://www.missouristate.edu/Sustainability/contact.aspx>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Campus Sustainability Data Collector | AASHE

A brief description of each sustainability officer position:

The Sustainability Coordinator works collaboratively with administration, faculty, staff, and students to develop, coordinate, and promote effective sustainability initiatives to reduce the University's impact on the environment. Responsibilities include educating the University community about sustainability and coordinating campus programming and activities related to sustainability, performing research about sustainability, and annual reporting.

The Recycling Coordinator works collaboratively with administration, faculty, staff and students to assist in developing, coordinating, and promoting recycling in academic buildings on the Springfield campus to reduce the University's impact on the environment. Responsibilities include helping to educate the University community and coordinating recycling activities, programs, related research, and annual reporting.

The website URL where information about the sustainability officer(s) is available:

<http://www.missouristate.edu/Sustainability/contact.htm>

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	No	No
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	No	No
Purchasing	Yes	No
Transportation	Yes	Yes
Waste	Yes	Yes
Water	No	No
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	Yes
Investment	No	No

Other

No

No

A brief description of the plan(s) to advance sustainability in Curriculum:

The Sustainability Advisory Committee is one of nine Presidential Committees at Missouri State University. The Sustainability Advisory Committee, through the Goal Watching Subcommittee, submits an annual progress report on the short term and long term goals to advance sustainability on campus. The Sustainability Advisory Committee reviews and updates these goals annually. The committee has identified several ways to advance sustainability in the curriculum.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

- Identify, develop, and act upon opportunities where our sustainability efforts can enhance our curricular and co-curricular goals and exemplify our public affairs mission.
- Define sustainability focused/related courses and update the list, which is available on the sustainability website.
- Develop and submit a sustainability minor for approval by Faculty Senate with the goal of offering in 2014.

Accountable parties, offices or departments for the Curriculum plan(s):

Sustainability Advisory Committee

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The long-range plan, Fulfilling Our Promise, outlined four goals for Missouri State University to help it achieve its core mission of educating persons. Annual performance measures—called Key Performance Indicators (KPI)—will provide an objective standard for determining the extent to which Missouri State achieves its goals and how it compares to other universities. One KPI is Student and Faculty Involvement in Missouri State University's Public Affairs Mission. The University recognizes that student engagement is strongly related to student success. While there are many activities employed to engage our students some of the most influential are: the incorporation of high impact educational experiences; the development of strong local, regional, state, national, and global partners; and to encourage awareness and involvement in the University's sustainability efforts.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Several measures are used to assess whether the University is meeting its objectives related to Student and Faculty Involvement in Missouri State University's Public Affairs Mission and data is updated annually. These measures include the Public Affairs Year in Review, the University's AASHE-STARS Rating, and a list of five major initiatives MSU is taking in sustainability. Data is provided below on these measures:

- Selection of annual theme and Public Affairs (PA) Fellow (done 2 years in advance for planning) Theme for 2014-2015 selected as “The Ethical Citizen: Can you make a difference” with the PA Fellow selected to be Dr. Kurt Heinlein Orleans, and Child Welfare in Dallas
- New Student Convocation - (Yearly theme is introduced) 2013-2014 theme announced, “Global Perspective: Why it matters”. 3,500 new and returning students in attendance (John Goodman received the honorary doctorate at this event)
- Into the Streets Volunteer Program Into the Streets Service Weekend
 - o 249 Registered Volunteers (2012)
- Public Affairs Week (mid-September)
 - o Constitution Day: Partnered with the Southwest Missouri Bar Association to host David Mercer, First Assistant Federal Public Defender as he spoke to the topic of “Gideon v. Wainwright, legal issues and the right to counsel – A global perspective” 80 in attendance
 - o Hunger Banquet: approx. 350-400 in attendance
 - o Other activities throughout the week:
 - Global Impact Fair = 100 attendees
 - Voter Registration = 200 new voters registered
- Public Affairs Convocation Speakers
 - o Fall speaker is connected to Common Reader for First-year students - Blake Mycoskie, CEO/Chief Shoe Giver for TOMS Shoes and author of the common reader, “Start Something that Matters”. Approximately 4,500 attendees in Springfield with additional 100 in West Plains watching via secure internet connection, total 4,400
 - o Spring Speaker is connected to yearly theme
- Public Affairs grants from \$1-\$2,000 awarded to support events for the campus community:
 - o “The US Embargo on Cuba in Light of Recent Reforms”, Fall 2013, proposed by Dr. Gabriel Ondetti and Dr. Indira Palacios-Valladares, total grant = \$1,950
 - o “Considering Kennedy: Presidential Leadership and Political Polarization Fifty Years after November 22, 1963”, November 11-22, 2013, proposed by Dr. Brian Calfano, grant total = \$1,315
- Excellence in Community Service Award—4 awarded each year (2 faculty and 2 staff)
 - o Faculty for 2013: Dr. Wafaa Kaf (only one recipient this year)
 - o Staff for 2013: Anne Baker and Tina McManus
- Citizen Scholar Award: Recognizes outstanding citizen scholars from among MSU student body
- Martin Luther King Day of Service
 - o 204 Registered Volunteers (2013)
- Alternative Fall and Spring Break Service Experiences
 - o Fall/Spring Break Immersion Trips
 - o Fall Break: 13 participants (Springfield local trip focused on the Public Affairs Mission)
 - o Spring Break: 39 participants(3 Trips: Hunger & Homelessness in Chicago, Urban Renewal in New Orleans, and Child Welfare in Dallas)
- Public Affairs Conference: 3-day event each spring 4,200 (attendance has duplication, this is total attendance for all sessions)
- Distinction in Public Affairs Program: Students aspiring for distinction in PA participate in a year-long program 39 students completed the program
- Heritage Month Events throughout the year (i.e. Hispanic, African American, Asian and Asian-Pacific, and Native American Heritage Months)

- Student Community Action Team: Allows students to serve an average of 10-12 hours a week with an area not-for-profit agency for the fall and spring semesters of the academic year as their work-study assignment
- Missouri Public Affairs Academy: Week-long program for talented and aspiring high school students 30 students selected to participate
- Achieve a Silver STARS rating for the 2015 submission.
- Development of the campus community garden (funded by the student sustainability fund) - The Campus Garden continues to be maintained with enhancements such as raised beds and late season frost protection to extend the growing opportunities.
- Construction and pursuit of LEED certification for the Bond Learning Center, Science Scholar's Laboratory at Greenwood, and the Foster Recreation Center
 - o Related to the LEED process, construction waste has been minimized with over 80% of the waste being recycled versus going to the landfill
 - o Foster Recreation Center has hydration stations located in multiple areas around the center
 - o All roof drainage from the Foster Recreation Center is diverted to a rain garden to help recharge the ground water
 - o 100% recycled bumper blocks are being used on the parking lot west of the Foster Recreation Center
 - o Daylight controls are being used in new construction projects that automatically dim lighting to save energy
 - o Bond Learning Center: LEED Silver; Greenwood: LEED Silver; Monroe Apartments: LEED Certified; Foster Recreation Center: LEED Silver.
- Installation of 24 hydration stations (14 funded by the student sustainability fund) primarily in academic buildings – COMPLETE
- Energy saving activities completed.
 - o Relocation of the Hammons Student Center electrical feeder - COMPLETE
 - o Installation of the over 680 LED lights and over 200 occupancy sensors in classroom buildings – LED light installations are over 1,000 bulbs replaced; over 200 occupancy sensors remains current number completed to date. Three parking lots have been replaced with LED lights to create a cleaner and safer look to the campus while also saving energy.
 - o Installation of LED lights in Parking Lots 4 and 15, funded by student sustainability fund. - COMPLETE
 - o Pressure independent valve installation complete at Hammons Student Center, Hammons House, Hutchens House, Freudenberger House, Garst Dining Center, and Juanita K. Hammons Hall for the Performing Arts.
 - o Education
 - Energy Dashboard implemented to provide real time (updated every 15 minutes) energy resource usage information for 21 buildings, funded by student sustainability fund.
 - Green Teams implemented to promote energy conservation and sustainability at the office, department, and organization level.
 - Plans are underway for participation in Campus Conservation Nationals Apr. 4-25, a nationwide competition amongst universities to conserve energy.
 - o Utilized the surplus capacity of the Chilled Water Loop to add or replace cooling requirements versus installing building-specific and expensive chillers. Greenwood Laboratory School and Foster Recreation Center are the most recent. In addition, installed pressure independent valves to support the improvement of the chilled water loop – Chilled Water Loop surplus capacity allowed for connecting to the Wehr Band Hall and Juanita K. Hammons Hall for the Performing Arts; installation of pressure independent valves in some Residence Halls restored capacity to the Loop to accommodate this.
- Installation of 400 additional bike rack spaces (many funded by the student sustainability fund) - COMPLETE

Accountable parties, offices or departments for the Campus Engagement plan(s):

- Vice President for University Advancement
- Vice President for Administrative and Information Services
- Vice President for Diversity and Inclusion
- Vice President for Marketing and Communications
- Vice President for Student Affairs (Auxiliaries)
- Vice President for Research and Economic Development and International Relations
- Provost

A brief description of the plan(s) to advance Public Engagement around sustainability:

The University identified eight major goals for 2014-2015. This document is an action plan — a road map — that the Board of Governors and University administration will follow in the coming year. These goals were specifically designed to assist the University in achieving its purpose of developing educated persons. One of those goals is public affairs integration.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

For the 2014-2015 school year, the University plans to:

Emphasize and hold the seven signature public affairs events, including the successful induction of the second class of the Missouri Public Affairs Hall of Fame.

Develop a comprehensive public affairs assessment plan.

Develop a campus-wide community service project in conjunction with the University's 110th anniversary.

Continue regular publication of the eJournal of Public Affairs, and take steps to increase its visibility.

Accountable parties, offices or departments for the Public Engagement plan(s):

Office of the Provost

A brief description of the plan(s) to advance sustainability in Air and Climate:

The Sustainability Advisory Committee is one of nine Presidential Committees at Missouri State University. The Sustainability Advisory Committee, through the Goal Watching Subcommittee, submits an annual progress report on the short term and long term goals to advance sustainability on campus. The Sustainability Advisory Committee reviews and updates these goals annually.

Missouri State University is committed to effective energy management, conservation, efficiency, and sustainability. The Office of Energy Management within Facilities Management, in collaboration with the Sustainability Advisory Committee, will track greenhouse gas emissions, measured as metric tons of Carbon Dioxide equivalent.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

The Sustainability Advisory Committee has established the following goals related to Air and Climate.

- Determine greenhouse gas emissions for the Power House by May of 2015 and set goals to limit emissions in the future by May of 2016.
- Develop a targeted education plan on no idle zones on campus along with a sustainable plan to update signs.

Accountable parties, offices or departments for the Air and Climate plan(s):

Facilities Management
Sustainability Advisory Committee

A brief description of the plan(s) to advance sustainability in Buildings:

[Campus Sustainability Data Collector](#) | [AASHE](#)

The Missouri State University office of Planning, Design & Construction is charged with creating the biennial Visioning Guide. The Visioning Guide is generated based on input from the University's Master Planning Committee as well as the input of various stakeholders on campus. The Visioning Guide provides a visual tool for the University community to determine the best direction for the growth of the physical campus. The present Visioning Guide for the Springfield campus includes a statement of the University's commitment to sustainable practices and provides a QR code with a link to the University's sustainability web site at

<http://www.missouristate.edu/sustainability/>

The Visioning Guide is available to the public in print form as a brochure, is displayed in several locations throughout campus, and is available on the web site at the following link:

<http://architect.missouristate.edu/OurVision/default.htm>

Both the University and the State are making great strides in green building construction and renovation. These efforts will help the campus conserve energy, reduce the use of raw materials, and save money. Over time, more members of the campus community will live, work, and learn in increasingly efficient buildings while enjoying a higher standard of indoor environmental quality.

Building Sites

Among other criteria, building sites are selected based on the ability to:

- Provide access to public transportation
- Restore habitat
- Filter storm water runoff

Design Criteria/Facility Standards

The University has developed standards and design guidelines for new construction and building renovations on the Missouri State University campus. These guidelines are used by the design team to meet the programmatic needs of each project and cover topics including operations and maintenance, safety, energy efficiency, and material finishes. To insure the University's projects are designed in compliance with the University's green building commitment, our design criteria and facility standards are being revised to address environmental stewardship and LEED design criteria.

Each new building is designed with a focus on:

- Maximizing open space
- Facilitating community connectivity
- Providing views from 90% of regularly occupied spaces
- Including priority parking for car-pool and fuel-efficient vehicles
- Planting native or adaptive landscaping that does not require irrigation
- Reducing light pollution

<http://design.missouristate.edu/Sustainability/SustainabilityinConstruction.htm>

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

While the Visioning Guide itself does not make any statement with regard to measurable objectives, it provides a link to the University sustainability web site. This web site provides information and that outlines the sustainability initiatives, goals, and objectives at Missouri State University. In this way the, the Visioning Guide provides to the public an affirmation of the University's commitment to sustainability as well as a means to access additional information regarding sustainability.

Construction Practices

Missouri State University's commitment to sustainability pairs well with the growth of our campus. Our focus on sustainable construction includes designing and building all new projects to green standards, including those set by Leadership in Energy and Environmental Design (LEED).

Our sustainable construction process includes:

- Having a LEED Accredited Professional (AP) on the design and construction team
- Using local and recycled building materials, Forestry Stewardship Council (FSC) certified wood, carpet and paint with low-emitting volatile organic compounds (VOC), and composite wood that contains no added formaldehyde resins
- Protecting HVAC system from dust and moisture during construction
- Controlling the source of chemicals and pollutants from entering occupied spaces
- Preventing pollution from construction activity
- Diverting 50% - 75% of construction waste from landfills

Energy Efficiency

Completed buildings will include the following energy efficiency measures:

- 20%-30% reduction in water usage
- Access to lighting control
- Storage and collection of recyclables
- Fundamental and enhanced refrigerant management
- Exceeding minimum energy performance by at least 14% and providing fundamental and enhanced commissioning of building energy systems
- Exceeding minimum indoor air quality (IAQ) standards, prohibiting smoking inside the building and away from entrances and ventilation intakes, and monitoring deliver of outdoor air
- Green housekeeping procedures

Accountable parties, offices or departments for the Buildings plan(s):

Planning, Design & Construction

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

- Utilize the Compass Waist-less program to
 - o Provide additional vegan and vegetarian options:
 - o Reduce carbon output by focusing more on vegetable based foods
 - o Reduce food waste the is composted by focusing on proper portions
- Reduce electrical usage by 15% in the residence dining facilities
- Reduce water consumption by 15% in the residence dining facilities

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

- Waist-less program
 - o Offer 5 more vegan/vegetarian options by week in each dining center following our corporate Balanced U program. Each meal will meet the criteria of:
 - Less than 600 calories for entrée and all sides
 - Less than 25 grams of fat for entrée and all sides
 - Less than 5 grams of saturated or natural trans fats combined
 - Less than 600 mg. of sodium
 - o Offer one vegan or vegetarian soup in each dining center daily
 - o Reduce food waste by 15% from the current .256 pounds per person to .23 pounds per person by following the waist-less program guidelines including
 - Holding one waste display table per month in each dining center
 - Tracking the wasted progress on a public chart and then providing financial support to local food banks based on the reduction achieved.
 - o Reduce carbon output by 10% in each dining center from the baseline of 6.62 pounds per person
 - Utilize the Carbon Footprint software to track carbon output monthly
 - Use the Waist-less program to reduce beef usage by 15% versus prior year
 - Participate in events such as lights out dining to reduce electrical usage in the dining centers.
 - Reduce electrical usage in the dining centers by 15% as tracked by the utilities dashboard
 - o Participate in “lights out dining” at lunch every Wednesday during the fall and spring semester of 2015/2016.
 - o During the remodeling project in our largest dining center summer 2015 all lighting will be switched to LED lights.
 - o Our dish machine, which is the third largest usage of electricity in both dining centers, will be replaced with an energy star rated dish machines in the summer of 2015.
 - Reduce water usage in the resident dining facilities by 15%.
 - o Our single largest consumer of water in the resident dining facilities are the dish machines. One consumes 350 gallons of water per hour and the other machine uses 300 gallons of water per hour. They will both be replaced by Energy Star rated models by July of 2015. The replacement models will used 80 gallons of water per hour. Both machines operate an average of 11 hours per day. This will result in a daily savings of 2,970 gallons and 2,420 gallons respectively. This will also result in a corresponding decrease of chemicals utilized in the machines.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

The accountable parties will be Missouri State Dining Services in Partnership with Chartwells lead by Resident District Manager Tony Hein.

A brief description of the plan(s) to advance sustainability in Energy:

Missouri State University is committed to effective energy management, conservation, efficiency, and sustainability. The University identified eight major goals for 2014-2015. This document is an action plan — a road map — that the Board of Governors and University administration will follow in the coming year. These goals were specifically designed to assist the University in achieving its purpose of developing educated persons. One of those goals is responsible stewardship by utilizing and operating facilities efficiently.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

For the 2014-2015 school year, the University plans to more efficiently heat and cool buildings through responsible space scheduling practices, such as increasing classroom usage by implementing modifications to class start times and evaluating class placements. Furthermore, the University will continues to pursue cost-effective environmentally friendly building practices and evaluate opportunities

to extend the campus chilled water loop to more efficiently provide cold water to campus facilities. Finally, the University hopes to obtain a STARS Silver rating from AASHE.

The Office of Energy Management within Facilities Management, in collaboration with the Sustainability Advisory Committee, will track the following items with the overall goal of implementing energy, fuel, and water conservation and efficiency opportunities while promoting campus-wide energy awareness and cultivating a positive, sustainable impact:

- Overall campus efficiency, measured as energy per square foot, with a goal of 15% reduction by 2030.
- Greenhouse gas emissions, measured as metric tons of Carbon Dioxide equivalent.
- Peak energy demand, measured by maximum demand over a specific time period which is utilized to set utility rates annually.

The program will be reviewed and updated periodically by the Office of Energy Management as public awareness, management techniques and technologies change.

The Sustainability Advisory Committee has established the following goals related to Energy:

- Set goals to reduce the relative carbon footprint of the university through development and implementation of a toolbox of diverse strategies and programs.
- Investigate campus reliance on clean/renewable energy sources over time. This goal must be reviewed regularly with new goals set every five years and initiatives must be accompanied with an estimated cost. Baseline data by May of 2015 with specific goals adopted after the baseline is established. (Energy Subcommittee)
- Continue the LED light conversion. Investigate inclusion of a dimming policy.
- Write energy recommendations for Missouri State by March of 2014.
- Develop a purchasing policy for Energy Star Appliances.

Accountable parties, offices or departments for the Energy plan(s):

The Office of Energy Management within Facilities Management
University Support Services
Sustainability Advisory Committee

A brief description of the plan(s) to advance sustainability in Grounds:

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Accountable parties, offices or departments for the Grounds plan(s):

A brief description of the plan(s) to advance sustainability in Purchasing:

The Office of Procurement Services utilizes the following guidelines by the Institute for Supply Management (ISM), as posted on the departmental website:

Principles and Standards of Ethical Supply Management Conduct
See

<http://www.missouristate.edu/procurement/89252.htm>

Principles of Sustainability and Social Responsibility
See

<http://www.missouristate.edu/procurement/89233.htm>

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

The Office of Procurement Services strives on an ongoing basis to follow the above guidelines.

Several purchasing procedures have been adopted in order to advance sustainability in purchasing.

WaterSense Certified Purchasing Procedure: Water-using products purchased by MSU shall meet the U.S. EPA WaterSense certification when available and practical.

Energy Star Certified Product Purchasing Procedure: All energy-using products purchased by MSU shall meet the U.S. EPA Energy Star certification when available and practical. See more:

http://www.missouristate.edu/assets/facilities/Energy_Star_Certified_Appliance_Procedure.pdf

Accountable parties, offices or departments for the Purchasing plan(s):

The Office of Procurement Services

A brief description of the plan(s) to advance sustainability in Transportation:

The Sustainability Advisory Committee is one of nine Presidential Committees at Missouri State University. The Sustainability Advisory Committee, through the Goal Watching Subcommittee, submits an annual progress report on the short term and long term goals to advance sustainability on campus. The Sustainability Advisory Committee reviews and updates these goals annually.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

The Sustainability Advisory Committee has established the following goals to advance sustainability related to transportation:

- Explore a bike sharing program that includes the City of Springfield. Tentative start date of spring 2016
- Develop a plan to encourage use of public transportation for all faculty, staff and students by January 2014. Partially Met—Student initiated ZIP Car Program is up and running

Accountable parties, offices or departments for the Transportation plan(s):

Sustainability Advisory Committee

A brief description of the plan(s) to advance sustainability in Waste:

Both the University and the State are making great strides in green building construction and renovation. These efforts will help the campus conserve energy, reduce the use of raw materials, and save money. Over time, more members of the campus community will live, work, and learn in increasingly efficient buildings while enjoying a higher standard of indoor environmental quality.

<http://design.missouristate.edu/Sustainability/SustainabilityinConstruction.htm>

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Construction Practices

Missouri State University's commitment to sustainability pairs well with the growth of our campus. Our focus on sustainable construction includes designing and building all new projects to green standards, including those set by Leadership in Energy and Environmental Design (LEED).

Our sustainable construction process includes:

- Using local and recycled building materials, Forestry Stewardship Council (FSC) certified wood, carpet and paint with low-emitting volatile organic compounds (VOC), and composite wood that contains no added formaldehyde resins
- Diverting 50% - 75% of construction waste from landfills

The Sustainability Advisory Committee has established the following goals to advance sustainability related to waste:

- Develop a comprehensive recycling plan for the entire campus by May of 2015.
 - o Partially Met—Campus buildings are now recycling glass and food service will compost food left over from catered events. Food service is recycling for catering events but still working with the composting company to get a bin behind the Union for catering needs.
- Ongoing
 - Add an optional departmental policy statement related to recycling and sustainability. SGA, Faculty Senate and Provost's Office.
 - Develop an action plan to enhance event recycling to include determination of costs and barriers to having a comprehensive event recycling plan.

Accountable parties, offices or departments for the Waste plan(s):

Planning, Design & Construction
Sustainability Advisory Committee

A brief description of the plan(s) to advance sustainability in Water:

[Campus Sustainability Data Collector](#) | [AASHE](#)

The measurable objectives, strategies and timeframes included in the Water plan(s):

Accountable parties, offices or departments for the Water plan(s):

A brief description of the plan(s) to advance Diversity and Affordability:

The University identified eight major goals for 2014-2015. This document is an action plan — a road map — that the Board of Governors and University administration will follow in the coming year. These goals were specifically designed to assist the University in achieving its purpose of developing educated persons. One of those goals is to value and support people by improving diversity of the workforce.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

For the 2014-2015 school year, the University plans to encourage individuals involved in the hiring processes to hire highly qualified, diverse candidates in furtherance of the University's affirmative action plan, with a target of at least 20% of new hires being ethnically or racially diverse, international, disabled, of veteran status or a member of a group that is underrepresented within the hiring department. Furthermore, the University will continue to implement the campus-wide ADP diversity goal, and develop a metric to measure its compliance. The University also set a goal to complete a diversity climate survey and develop a campus diversity plan to highlight successes and address challenges.

Related to student diversity, the University plans to maintain modest growth in enrollment while increasing the diversity of the student body through the following strategies:

- Create and implement a graduate needs-based scholarship program and graduate diversity scholarship program.
- Continue international recruitment efforts.
- Expand opportunities for collaboration with diversity-oriented organizations, such as Kauffman Scholars, College Bound, etc.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Vice President for Diversity and Inclusion
Vice President for Student Affairs (Auxiliaries)
Provost

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The Employee Wellness Program strives to provide meaningful programming that addresses all components of the human being namely social, emotional, spiritual, environmental, financial, intellectual, physical and occupational in a manner that is respectful of the diversity of the community at large.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

1. Maintain greater than 90% completion rate on Health Risk Assessment (HRA) by the organizations FTE's on the University health plan. Standard is 85%. The HRA is done yearly.
2. Maintain the American Heart Association's Fit-Friendly platinum status. The Fit-Friendly program recognizes employers who champion the health of their employees and work to create a culture of physical activity and health in the workplace. This is a yearly application process.
3. Decrease costs to the University health plan as measured yearly by MSU contracted health consultants, Mercer, out of Kansas City.
4. Improve health and manage chronic disease of plan participants. This is measured by the individual programs that are provided through employee wellness programming such as Weight Watchers at Work, SmartDollar (formerly CORE Financial), the Complete Health Improvement Program (CHIP) and many others.
5. Encourage employees to choose wellness activities that matter to them as measured by the Health Risk Assessment (HRA) on a yearly basis.
6. Increase satisfaction and improve morale due to the flexibility of yearly requirements that waive or reduce the \$30 per month that the employee pays for his/her University health plan benefits.

The Employee Wellness Program receives input and feedback from the Employee Wellness Committee, which is a campus wide cross section of faculty and staff from departments such as Human Resources, Taylor Health and Wellness, Biomedical Sciences, Kinesiology, University Administration, Information Technologies, Student Wellness, Campus Recreation, Publications, Student Affairs, School of Business and Employee Wellness.

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

The Employee Wellness Program is developed and managed by the Employee Wellness Coordinator with oversight provided by the Director of Taylor Health and Wellness.

The Employee Wellness Program works directly with the University President appointed committee; Health Care Plans Review Committee on a bi-weekly basis.

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

In 2007, the Sustainability Subcommittee developed a Report on the Future of Sustainability at Missouri State. According to the Introduction of this report, "Environmental sustainability is a term currently in use to describe the relatively simple idea of providing for the needs of people today without compromising the needs of people in the future. Common use of the term began with the publication of the World Commission on Environment and Development report, Our Common Future (1987, also known as the Brundtland Report), which defined sustainable development as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." (

www.sustainability-ed.org/pages/what1-4brundt.htm)."

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

The Long Range Plan for 2011-2016 has three overarching and enduring commitments: student learning, inclusive excellence, and institutional impact.

"Institutional impact refers to the positive, enduring effects of the University's work in the region and the state as well as to our broader contributions to knowledge and innovation. Essential to this commitment are focused activities in: basic and applied research, economic and community development, community partnerships and advanced workforce development. As a major employer we also pledge to model ethical behavior with respect to people, resources and the environment."

Of the eight goals for 2013-2014 outlined by the President, one specifies "a continued campus-wide emphasis on sustainability." There is also a separate goal for diversity and inclusion: "Improve recruitment and retention of a diverse student body and workforce."

The website URL where information about the institution's sustainability planning is available:

<http://www.missouristate.edu/longrangeplan/>

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

Submission Note:

<http://www.missouristate.edu/vision/>

"---" indicates that no data was submitted for this field

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

All Missouri State University students can participate in the Student Government Association on campus either through direct participation as an SGA member, or by electing said members. The elected and appointed officials of the SGA will be recognized as the official voice of the student body to represent the students of Missouri State University. In that capacity, the SGA may exercise the right to investigate general problems of student life and activity in the University and to report to officials on the local, state, and national levels on matters of student interest.

The office of the president utilizes many committees and task forces. One committee is the Sustainability Advisory Committee, which has several student representatives, including the SGA President.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

One full-time Missouri State University student serves as a non-voting member on the Board of Governors. The student must be a resident of the state of Missouri and if an undergraduate, must be enrolled in at least twelve (12) semester hours for two semesters per academic year. If the student member is a graduate student, that student must be enrolled in at least nine (9) semester hours for two semesters per academic year. The student governor shall be selected in the manner described by Section 174.055 Mo. Rev. Stat. Such representative shall be entitled to attend all meetings and participate in all deliberations. The student governor shall be permitted to attend closed meetings of the Board, unless excluded in accord with Missouri law.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

The strategic visioning project utilizes a steering committee and six task forces with members from all constituent groups on campus — faculty, staff, administrators and students — as well as external constituents: alumni, donors, community leaders and former Board of Governors members. These task forces cover the following topics with the goal of gaining a consensus on the assumptions and philosophical foundation from which future long-range plans will be developed: Funding, Academic profile, Infrastructure, Diversity, Globalization, Student experience.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Staff Senate strives to enhance the university purpose of developing educated persons and the university mission in public affairs. We advocate the continuous improvement of a world-class staff committed to the highest standards of personal and professional development, productivity and social responsibility. We promote and foster the welfare and growth of university staff through a fact-finding, deliberative, and consultative body of representatives that makes studies, reports, and recommendations to the administration on behalf of its constituency. The purpose of Staff Senate shall be to communicate the interests and concerns of a diverse University staff; to function in an advisory capacity in the development, review and implementation of University policies, which affect staff; to provide a means of communication with the administration, faculty, and students, and support them with the knowledge, skills, and abilities of the staff; and to create and nurture a spirit of unity among all employees at the University.

Is there at least one non-supervisory staff representative on the institution’s governing body who was elected by peers or appointed by a representative staff body or organization?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

The strategic visioning project utilizes a steering committee and six task forces with members from all constituent groups on campus — faculty, staff, administrators and students — as well as external constituents: alumni, donors, community leaders and former Board of Governors members. These task forces cover the following topics with the goal of gaining a consensus on the assumptions and philosophical foundation from which future long-range plans will be developed: Funding, Academic profile, Infrastructure, Diversity,

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

The purpose of the Faculty Senate shall be to provide a forum for discussing matters of concern to the Faculty and to inform all segments of the academic community of the Faculty Senate's concerns, findings, and actions. The Faculty Senate shall have the power to establish policy in the areas of authority assigned to the faculty in the Bylaws of the Board of Governors and for such other areas or problems as may be assigned to it by the president of the university or the Board of Governors. Shared governance, as delegated by the Board in the Faculty Handbook, recognizes the essential interdependence of governing boards, administration, faculty, staff, and students. This shared governance is indispensable to the development of educated persons. The Faculty Senate shall have the power to establish specific functional bodies to carry out powers granted to the Faculty Senate. The Faculty Senate and its established bodies shall have the power to initiate action in such curricular and non-curricular matters as it deems fit, or in such matters as are brought to its attention by one or more members of the faculty. Every Faculty Senate Action is subject to challenge by the faculty and subject to final approval by the president and, when necessary, by the Board of Governors.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

No

A brief description of faculty representation on the governing body, including how the representatives are selected:

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes

Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

The strategic visioning project utilizes a steering committee and six task forces with members from all constituent groups on campus — faculty, staff, administrators and students — as well as external constituents: alumni, donors, community leaders and former Board of Governors members. These task forces cover the following topics with the goal of gaining a consensus on the assumptions and philosophical foundation from which future long-range plans will be developed: Funding, Academic profile, Infrastructure, Diversity, Globalization, Student experience.

The website URL where information about the institution’s governance structure is available:

<http://www.missouristate.edu/bog/>

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Jordan Schanda
Sustainability Coordinator
Environmental Management

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
 - Staff
 - Faculty
 - Administrators
-

"---" indicates that no data was submitted for this field

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The Division for Diversity and Inclusion demonstrates the value of diversity in four key areas:

1. Institutional leadership and commitment through the clarity of expectations, investment of resources and accountability by all levels of campus leadership
2. Curricular and co-curricular transformation by incorporating principles of multiculturalism, inclusion, equity and diversity into classroom curriculum and co-curricular activities.
3. Campus climate by making campus a welcoming and inclusive environment for all through events, messages, symbols, values, etc.
4. Representational/compositional diversity by attracting, retaining and developing students, faculty and staff of color, corresponding with the campus mission and service area.

Mission:

The Division of Diversity and Inclusion exists to promote, achieve, advance and sustain the Missouri State University Promise commitment to diversity, equity and inclusion by enhancing employee capabilities and competencies through diversity research, professional development, collaboration, and integrative activities and practices.

Specific Activities:

2013-2014 Climate Study

Diversity Landmarks

Statewide Collaborative Diversity Conference

Shattering the Silences Series

Heritage Months

Offices within Diversity and Inclusion:

Access Technology Center

Disability Resource Center

Giving Voice

Multicultural Programs and Services

TRIO Student Support Services

The full-time equivalent of people employed in the diversity and equity office:

21

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://diversity.missouristate.edu/>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

Required trainings for all - sexual harassment, preventing employment discrimination, and disability awareness.

Required trainings for search committee members - conducting a legal and effective search.

The Division for Diversity and Inclusion's Shattering the Silences Series is a year-round effort to help educate and give a credence and voice to important topics for the campus and to departments and groups needing a forum to discuss national, regional and local matters.

<http://diversity.missouristate.edu/170244.htm>

The website URL where information about the cultural competence trainings is available:

<http://www.missouristate.edu/equity/toolkit.asp>

Assessing Diversity and Equity

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
 2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
 3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
 4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
-

"---" indicates that no data was submitted for this field

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

The Division for Diversity and Inclusion collaborated with Diversity Works, Inc., to conduct a campus climate study in 2013-2014. Results will be used to shape policies related to diversity climate, academic climate, institutional attractiveness, micro-aggressions, barriers to enrollment access and financial aid. The final report (available Jan. 2015) will include a Diversity Strategic and Action Plan.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

The Missouri State University Climate Study began Summer 2013 to assess the academic and diversity climate. Results are anticipated to be revealed in Spring 2015. Information gathered from student focus groups, interviews, faculty/staff focus groups will help to develop

programs and policies based on the results gleaned from student, faculty, and staff participants.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

The Missouri State University Climate Study began Summer 2013 to assess the academic and diversity climate. Results are anticipated to be revealed in Spring 2015. Information gathered from student focus groups, interviews, faculty/staff focus groups will help to develop programs and policies based on the results gleaned from student, faculty, and staff participants.

The institution conducts an annual Affirmative Action Plan (AAP) that establishes whether placement goals are in place for hiring. Placement goals generally mean that departments enhance outreach, recruitment and hiring efforts for minorities and/or women. This year data will also be captured through utilization goals for disabled and benchmarks for veterans. Such data will be reviewed on an annual basis to ascertain how effective institution efforts are in identifying applicants, candidates as well as hiring in the M/F/Disable/Vets communities. The most recent AAPs can be found at:

<http://www.missouristate.edu/equity/10541.htm>

Has the institution assessed diversity and equity in terms of governance and public engagement?:

Yes

A brief description of the governance and public engagement assessment(s):

The Missouri State University Climate Study began Summer 2013 to assess the academic and diversity climate. Results are anticipated to be revealed in Spring 2015. Information gathered from student focus groups, interviews, faculty/staff focus groups will help to develop programs and policies based on the results gleaned from student, faculty, and staff participants.

Institutional policy, programs and initiatives are supported in the Long Range Plan, the Public Affairs Mission, as well as the institutional value of inclusive excellence.

The institution has a Diversity Hiring and Recruitment Program policy as well as a Dual Career Policy that assists in providing employment opportunities for diverse applicants/candidates who meet the required criterion.

Diversity Hiring and Recruitment Program Policy:

http://www.missouristate.edu/policy/op1_02_3_diversityhiringprograms.htm

Dual Career Program Policy:

http://www.missouristate.edu/policy/op1_02_4_dualcareerassistanceprogram.htm

The website URL where information about the assessment(s) is available:

<http://diversity.missouristate.edu/ClimateStudy.htm>

Support for Underrepresented Groups

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

Submission Note:

<http://www.missouristate.edu/cdr/>

<http://international.missouristate.edu/services/>

<http://www.missouristate.edu/multiculturalprograms/trans-at-msu.htm>

"---" indicates that no data was submitted for this field

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

Multicultural Resource Center (Meyer Library)

International Center

Office of Multicultural Student Services

LGBTQ Resource Center
TRIO Student Services
Center for Dispute Resolution
Counseling and Testing Center
Disability Resource Center
Access Technology Center
Institutional Equity and Compliance

The website URL where more information about the support programs for underrepresented groups is available:

<http://diversity.missouristate.edu/>

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

The institution has a Non-Discrimination Policy, Complaint Procedures Policy that establishes procedures for investigating complaints of discrimination on the basis of race, color, religion, ancestry, age, disability, or veteran status; as well as a Title IX Policy on Sexual Assault, Stalking, and Other Forms of Sexual Misconduct.

http://www.missouristate.edu/policy/g1_05_nondiscriminationpolicy.htm

http://www.missouristate.edu/policy/op1_02_2_complaintprocedures.htm

<http://www.missouristate.edu/safetran/title-ix-policy.htm>

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

http://www.missouristate.edu/policy/g1_05_nondiscriminationpolicy.htm

Does the institution offer housing options to accommodate the special needs of transgender and transitioning

students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Yes

Support for Future Faculty Diversity

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

Submission Note:

<http://diversity.missouristate.edu/erg.htm>

http://www.missouristate.edu/policy/op1_02_4_dualcareerassistanceprogram.htm

"---" indicates that no data was submitted for this field

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

Strategic recruiting is central to the University's efforts to realize its vision to be a premier learning community. On occasion, unexpected or unusual recruitment and hiring opportunities will arise apart from formalized hiring procedures and absent the existence of an open line; these opportunities also hold the promise of helping the University realize its mission and vision. The Diversity Hiring Program is designed and intended to complement the traditional recruitment efforts and broaden the University's institutional investment in outstanding and diverse employees.

The website URL where more information about the faculty diversity program(s) is available :

http://www.missouristate.edu/policy/G1_06_DiversityHiringPolicy.htm
Campus Sustainability Data Collector | AASHE

Affordability and Access

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
 - B. The graduation/success rate for low-income students
 - C. The percentage of student financial need met, on average
 - D. The percentage of students graduating with no interest-bearing student loan debt
-

"---" indicates that no data was submitted for this field

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

The Financial Aid packaging policy is a campus-based funding from federal sources awarded to the neediest students and includes supplemental educational opportunity grant (SEOG), Perkins Loan funds, and Federal Work Study funding.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

There are presentations to departments by the Offices of Student Financial Aid and TRIO.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Missouri State has a TRIO Upward Bound program that works with three of the six high schools in Springfield. Website:

<http://www.missouristate.edu/upwardbound/89897.htm>

A brief description of the institution's scholarships for low-income students:

The Missouri State PROMISE Scholarship (

<http://www.missouristate.edu/financialaid/scholarships/promise.htm>

) targets those families who have applied for federal financial aid with incomes at or below 15% of the poverty level. Hutchens/SGA Centennial Leaders Scholarship has a higher value if student has a financial need. Hundreds of donor funded scholarships require that a student have financial need as determined by the federal FAFSA application (too many to list individually).

A brief description of any programs to guide parents of low-income students through the higher education experience:

The Office of Student Financial Aid presents a series of "Financial Aid Nights" to area high schools designed to help all families through the process of completing the FAFSA.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

Admissions works with the Kaufman (Kansas City, MO) and the College Bound and Wyman (St. Louis, MO) groups to reach low-income, first generation students. Additionally, with new admissions counselors for diversity outreach and recruitment, more focus is given at the high school and middle school levels in terms of college preparation and college search programs. Two additional programs focused on specific under-represented students also affect a large population of low-income students are the Youth Empowerment Conference (aimed at 9th-12th grade students in the Springfield Public Schools) and the STEP Conference (Student Transition Education Program- aimed at Hispanic 7th-12th grade students through Southwest Missouri). In addition, presentations by TRIO Staff and Adult Student Services are done during Adult Student Services Orientations and when Community College visits occur on campus

A brief description of other admissions policies or programs to make the institution accessible and affordable to

low-income students:

Any student who does not meet admission requirements (GPA/class rank and test score), but does meet core requirements, may start in the summer term on a probationary status (Missouri residents only). Specific programming and support efforts are provided for these students.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

A portion of TRIO funds are set aside to help students in emergency situations.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Missouri State has developed a resource book which is a listing of services the Springfield community has in order to help students. This includes help with utilities, how to apply for food stamps, where to go to get help with cleaning supplies, etc.

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

The Adult Student Services website has information on scholarships for non-traditional students. Part-time students are eligible to receive many of these scholarships.

<http://adultstudents.missouristate.edu/scholarships.htm>

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

We are served by the University Child Care Center (

<http://universitychildcarecenter.org/>

). We also have a child development center on campus.

A brief description of other policies and programs to support non-traditional students:

We have academic policies and programs as well as support services intended for non-traditional students.

We have the following programs which target nontraditional students:

MSU 62, which is a special fee waiver program for adults who are 62 years of age or older.

Adult Student Welcome Orientation

Evening College Plus Program, which is a series of degree programs to adult students who have a clear focus of their educational goals and needs.

Evening College

Online Programs

Off-Campus Programs

Non-Credit Programs

MOOC's, which are free, noncredit courses offered online and open to the public.

iCourses, which provides students an opportunity for you to take required general education courses without visiting campus.

A more comprehensive list can be found by visiting:

<http://outreach.missouristate.edu/>

All student support services at Missouri State are available to nontraditional students. A comprehensive list of services can be found at:

<http://www.missouristate.edu/campusservices/studentsupport.htm>

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	33.50
The graduation/success rate for low-income students	50
The percentage of student financial need met, on average	59
The percentage of students graduating with no interest-bearing student loan debt	37

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

<http://www.missouristate.edu/upwardbound/89897.htm>

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Number of employees:

2,307

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

2,307

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

305

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

175

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Staff - Compensation Philosophy - Missouri State University's workforce is its most vital resource and it is the intention of the University that the compensation plan demonstrates the high value the University holds for its employees. Therefore, the Missouri State University System strives to maintain a total compensation package for faculty, staff, and administrators that is directed toward attracting, retaining, and rewarding a highly qualified, engaged, committed, and diverse workforce to serve the University's students and the State of Missouri. Compensation shall be externally competitive when compared to the appropriate market, internally equitable, and based upon individual performance, qualifications required, and the complexity, scope, and impact of the work performed. Performance should be directly linked to obtaining pay rewards of sufficient magnitude to be valued. Strategically, the compensation system, in conjunction with other human resource strategies, contributes to workplace conditions that support employees at all levels of the University in meeting or exceeding performance standards. Performance management and compensation increases are directly linked with the furtherance and achievement of the University's strategic goals; there should be a strong correlation between the strategic goals of the University and the goals and objectives set by supervisors and their employees. Employee performance is evaluated in relationship to achievement of employee goals and objectives.

Staff - Classification and Compensation, Chapter 4

<http://www.missouristate.edu/human/staffhandbook/Chapter4.htm>

Faculty – Salary Policy and Goals- While Missouri State University does not have a formal salary schedule for faculty and other academic employees, it is the ideal of Missouri State University to attain throughout the University essential parity in salaries among

faculty members with comparable backgrounds and responsibilities. It is the practice at Missouri State University, however, to offer higher salaries and/ or other financial incentives to faculty members in some teaching areas where experience has shown that there is difficulty in recruiting and retaining qualified faculty because of higher competitive market salaries.

Improvement of faculty salaries shall receive high priority each year in budget construction. The University will attempt to budget as an annual priority a salary raise pool for faculty and staff of sufficient magnitude that the institution will be able eventually to achieve and sustain its salary goals. The size of this raise pool depends primarily on the amount of funds appropriated by the legislature and the amount of funds generated by required student fees. The University's salary goals for faculty include raising salaries such that average salaries by rank will equal or exceed averages published in the CUPA "C" National Faculty Salary Survey of public, masters-level universities.

Salary Policies, Chapter 5

http://www.missouristate.edu/assets/policy/FacultyHandbook_2014-06-20.pdf

Collective Bargaining Agreements

IBEW

<http://www.missouristate.edu/human/IBEWMemorandum.htm>

Teamsters

<http://www.missouristate.edu/human/TeamstersMemorandum.htm>

All full-time employee jobs, except faculty, executives, coaches, and physicians and attorneys, have been evaluated using compensable factors appropriate for the nature of the work performed, such as level of management responsibility, skill level, education and experience required, span of control, independence of action, consequences of error, types of interactions with others, etc. The job evaluation score results in the placement of the job in one of 37 pay grades; the midpoint of the associated salary ranges reflect the market rates for benchmarked jobs in each pay grade. The salary ranges are adjusted annually by changes to the Employment Cost Index (ECI) to reflect changes in market pay rates. Full-time faculty, executives, coaches, and physicians and attorneys don't have pay ranges in order to allow maximum flexibility to pay at market pay rates to attract and retain top talent. More details at

<http://www.missouristate.edu/human/32401.htm>

Part-time non-faculty employees are paid at least the Missouri minimum wage which is indexed to the annual cost-of-living index. Part-time faculty are paid by the credit hour taught at rates unique to each discipline.

Chartwells corporate HR does a analysis of the wage paid in the surrounding community to make sure we are equal to or above the local wage for similar positions.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

2,059

Number of employees of contractors that receive sustainable compensation:

175

A brief description of the standard(s) against which compensation was assessed:

The 2014 federal poverty level for a family of four is \$23,850 annual income or \$11.47 per hour.

2,059 full-time faculty and staff receive annual compensation above the 2014 poverty level for a family of four.

For part-time employees:

There are 400 part-time faculty paid on a per course basis and 22 part-time staff paid on a salary basis; these methods of pay have no hourly or annual pay rate equivalent.

Unable to determine hourly pay rates for part-time hourly employees on Fall 2013 Census

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

The lowest paid full time employees receive the same benefits as the highest paid full time employees (insurance, vacation, sick leave, disability and life insurance, 15 credit hour fee waiver per year, and the retirement plan). The pay grades that contain the lowest paid jobs have a midpoint set to the market rate for jobs in the grade; the pay grades are adjusted annually by changes to the Employment Cost Index published by the Bureau of Labor Statistics.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

The lowest paid part-time employees are paid at least the Missouri minimum wage which is adjusted annually by the Consumer Price Index. The lowest paid part-time employees are eligible for the same benefits all other part-time employees (eligible for participation in the 403B retirement savings plan).

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

The lowest paid temporary employees are paid at least the Missouri minimum wage which is adjusted annually by the Consumer Price Index. There are no benefits other than the University's contribution for Social Security and Medicare under FICA and state unemployment fund.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

The lowest paid part-time faculty are paid by the credit hour for courses taught each semester. The lowest paid part-time faculty are eligible for the same benefits as all other part-time employees (eligible for participation in the 403B retirement savings plan).

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

Student employees are paid at least the Missouri minimum wage. There are no benefits other than the University's contribution to the state unemployment fund. Graduate Assistants are paid a stipend on an academic year or semester basis and receive a tuition waiver.

The local legal minimum hourly wage for regular employees:

7.65 US/Canadian \$

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

<http://www.missouristate.edu/human/>

Assessing Employee Satisfaction

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

"---" indicates that no data was submitted for this field

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

2013-2014 Climate Study

To better understand the circumstances and perceptions of those we serve both on campus and in the Springfield area, which will allow us to develop programs and policies for more effective service, recruitment and retention of faculty, staff, students and community members.

In 2010 one group of participants of the USA (University Faculty and Staff) Program, a leadership and learning program at the University, conducted a satisfaction survey of the full time faculty and staff and issued their findings. Many of their questions were similar to those on the 2007-08 study described above. This survey had a 46% return rate, showing the interest in our employees in the study and verifying its findings.

In 2007 the University conducted a quality of life survey of the University employees and issued a report of the findings of that report in 2008. Among the questions on that report were questions regarding work satisfaction, adequacy of resources available to perform job duties, quality of supervision, and overall satisfaction.

<http://www.missouristate.edu/assets/staffsenate/2007satisfactionassessment.pdf>

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

In response to the 2007 assessment results, HR implemented several new voluntary benefits, including vision, which was specifically requested in the survey.

The 2013-2014 Climate Study will be used to develop programs and policies for more effective service, recruitment and retention of faculty, staff, students and community members.

The year the employee satisfaction and engagement evaluation was last administered:

2,014

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

<http://diversity.missouristate.edu/climatestudy.htm>

Wellness Program

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

"---" indicates that no data was submitted for this field

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

Taylor Health and Wellness Center is conveniently located on the University campus and is dedicated to providing quality health and preventive care at minimum cost to the University community. Taylor Health and Wellness Center provides medical services to all members of the university community 10 years of age and older and provides an active Wellness Program including a Tobacco Cessation Program, Yoga, Correct Eating Habits Program, Debt Counseling, Meditation, Goal Setting, and other self-improvement programs and limited psychiatric services. To ensure quality care, Taylor is accredited by the Accreditation Association for Ambulatory Health Care (AAAHC) and the Commission of Office Laboratory Accreditation (COLA). COLA recently awarded Taylor Health and Wellness Center Laboratory the Laboratory Excellence Award, the commission's highest commendation.

The website URL where information about the institution's wellness program(s) is available:

<http://www.missouristate.edu/wellness/>
Campus Sustainability Data Collector | AASHE

Workplace Health and Safety

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

"---" indicates that no data was submitted for this field

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	113	105
Full-time equivalent of employees	2,307	2,292

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
--	------------	----------

Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2012	June 30, 2013

A brief description of when and why the workplace health and safety baseline was adopted:

A brief description of the institution's workplace health and safety initiatives:

The University has an Accident Reporting and Documentation Policy:

http://www.missouristate.edu/policy/Op2_01_AccidentReporting.htm

The website URL where information about the institution's workplace health and safety initiatives is available:

<http://www.missouristate.edu/human/79501.htm>

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

"---" indicates that no data was submitted for this field

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

Qualitative Investment Factors

As fiduciaries, the Finance Committee has the responsibility to ensure the Foundation's assets are invested to meet the long-term investment objectives of the Foundation. In carrying out that responsibility, the committee is charged with not only meeting the long-term return objective of the Foundation but also maintaining an acceptable level of risk. An important component in reducing the overall risk of the portfolio is diversification. The committee is aware of the potential for factors such as environmental sustainability associated with investments the committee may consider for inclusion in the portfolio that cannot be quantified through the risk/return framework. As part of the due diligence review the committee includes these factors in the investment decision making process.

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

<http://www.missouristatefoundation.org/foundationboard.htm>

Examples of CIR actions during the previous three years:

The finance and executive committees have requested the consultant to identify and evaluate potential sustainable investment opportunities and to present such opportunities that meet the Investment Policy criteria.

The website URL where information about the CIR is available:

<http://www.missouristatefoundation.org/assets/FoundationInvestmentPolicyAmendedApril2014.pdf>

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

"---" indicates that no data was submitted for this field

Total value of the investment pool:

73,500,000 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	73,500 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	955,500 US/Canadian \$
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	---
Community development financial institutions (CDFIs) or the equivalent	---
Socially responsible mutual funds with positive screens (or the equivalent)	---
Green revolving loan funds that are funded from the endowment	---

A brief description of the companies, funds, and/or institutions referenced above:

The Foundation utilizes a consultant who works with investment advisors and recommends funds for investment. Many funds are unable to provide the screening requested by these categories or only \$ amounts by the categories.

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

The sustainable investment policy:

As fiduciaries, the Finance Committee has the responsibility to ensure the Foundation's assets are invested to meet the long-term investment objectives of the Foundation. In carrying out that responsibility, the committee is charged with not only meeting the long-term return objective of the Foundation but also maintaining an acceptable level of risk. An important component in reducing the overall risk of the portfolio is diversification. The committee is aware of the potential for factors such as environmental sustainability associated with investments the committee may consider for inclusion in the portfolio that cannot be quantified through the risk/return framework. As part of the due diligence review the committee includes these factors in the investment decision making process.

Does the institution use its sustainable investment policy to select and guide investment managers?:

Yes

A brief description of how the policy is applied, including recent examples:

The finance and executive committees have requested the consultant to identify and evaluate potential sustainable investment opportunities and to present such opportunities that meet the Investment Policy criteria.

Does the institution's sustainable investment policy include negative screens?:

No

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one

or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

The website URL where information about the institution's sustainable investment efforts is available:

Investment Disclosure

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

"---" indicates that no data was submitted for this field

Does the institution make a snapshot of its investment holdings available to the public?:

No

The percentage of the total investment pool included in the snapshot of investment holdings:

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Scheduling space for energy efficiency

A brief description of the innovative policy, practice, program, or outcome :

The MSU Energy Manager initiated an innovative practice to begin scheduling classroom space for energy efficiency. Buildings temperatures are based on occupied or unoccupied mode. Occupied mode maintains temperature at 70-75 degrees. Unoccupied mode allows a summer high of 80 degrees and a winter low of 60 degrees, saving energy and money. Through coordination with the University Facilities Analyst and Scheduling Coordinator, summer and evening classes in four academic buildings were relocated, allowing more space to be in unoccupied mode.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

For the summer 2013 trial, there was an average estimate of 15% energy savings. For summer, this equates to over \$6,500. If implemented throughout all semesters (summer, fall, and spring), annual savings could average over \$59,000.

A letter of affirmation from an individual with relevant expertise:

[IN 1 Innovation 1 Letter.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	No
Public Engagement	No
Air & Climate	No
Buildings	Yes
Dining Services	No
Energy	Yes

Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

<http://www.missouristate.edu/facilities/155648.htm>

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

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2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Carbon Foodprint®

A brief description of the innovative policy, practice, program, or outcome:

An easy-to-use web-based application, Carbon Foodprint allows chefs and managers to create customized strategies to reduce their operations' footprints by decreasing waste disposal, and energy and water use. Foodservice managers can make up to 185 strategic choices across four key areas:

- Menu Engineering based on food and beverage production, transportation and other sourcing criteria.
- Kitchen Services guidelines for eco-friendly application of grab & go smallwares and cleaning chemicals.
- Site Equipment recommendations of best practices for use of cooking & chilling equipment, ventilation, ware washing and waste equipment.
- Facilities Management best design systems for buildings, lighting and waste management.

The site is robust in science, verifiable metrics, and resources to support implementation. It was developed in partnership with Environmental Defense Fund, FirstCarbon Solutions, Green Restaurant Association, and the Food Service Technology Center (supported by Pacific Gas & Electric).

Chartwells' team at Missouri State University implemented the Carbon Foodprint in all four areas in January 2013 after working with the university to find ways to more effectively maximize eco-emissions savings.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Using the Carbon Foodprint dashboard to collect and review metrics related to energy consumption, the Missouri State Dining team quickly realized that running the garbage disposal 13 hours a day used a significant amount of water. The team reduced usage to four hours a day, and then even further to two hours a day. Reduced use of the disposal saved over 113,000 gallons of water in one month.

Additionally, the team began promoting meatless entrees each Monday, introduced hydration stations to lower student use of fountain beverage machines, and implemented composting and recycling programs. Finally, Chartwells' team launched a comprehensive campaign to educate students about the amount of food left on trays at each meal in order to modify dining habits and reduce waste.

After monitoring results through the Carbon Foodprint dashboard, Chartwells and Missouri State University reduced carbon output by 265,000 kilograms January to May 2013. The dining program is also on track to:

- reduce student use of fountain beverage machines by 25 percent (driving them to water offered at hydration stations instead)
- save over 1 million gallons of water annually through composting and lowered water usage
- recycle an average of 1,600 pounds of cardboard each month
- reduce food waste an average of 26,000 pounds annually (or 1.5 pounds per student)

Between January 2013 and October 2013, the University dining center saw the pounds of carbon per customer drop from 10.48 to 6.62. The majority of this decrease, seventy percent, can be attributed to menu engineering strategies. Furthermore, waste generation was also reduced from 1.5 pounds in January 2013 to less than .5 pounds per person in August 2013.

A letter of affirmation from an individual with relevant expertise:

[Letter of Affirmation Carbon Foodprint Missouri State University.jpeg](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	Yes
Buildings	---
Dining Services	Yes
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	Yes
Water	Yes
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://balance.compass-usa.com/Pages/Carbon-Foodprint.aspx>

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
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4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
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10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Energy Dashboard/Green Kiosk

A brief description of the innovative policy, practice, program, or outcome:

In September 2013, the University launched an online Energy Dashboard, or Green Kiosk. The main objective of the Green Kiosk is to educate the Missouri State University campus community regarding building-specific utility consumption, opportunities for efficiency improvements, and promotion of sustainability and environmental awareness.

The dashboard is an educational platform that utilizes data from MSU's building automation system (BAS) as well as other metered and connected systems. It shows the consumption of electricity, water, natural gas and steam (when available) and is updated every 15 minutes. The home page of the kiosk displays the Energy Monster video which highlights common behaviors that waste electricity and then encourages viewers to make simple changes in order to reduce their energy use on campus and at home. The dashboard displays and graphs utility/metering consumption data including electricity, CO2, steam, chilled water and water usage between buildings, across time periods and in various units. In addition to actual metered data in absolute and graphed form, the Green Kiosk provides everyday equivalents, such as, how many cups of coffee could be purchased with the savings. It also provides tips to reduce usage, as well as information about how to get involved in sustainability efforts on campus.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

This project has immeasurable educational benefits and is heavily used each semester during energy conservation competitions. The energy dashboard is a useful, interactive tool for the campus community, as a way to highlight energy awareness and their efficiency efforts, especially for programs such as the energy competitions between buildings. Green Teams and Building Coordinators also use them during energy competitions to see how they compare to other buildings and to encourage and demonstrate energy conservation to their peers.

This platform serves several functions – education for the campus community about current energy use on campus as well as provide statistical information for Facilities and sustainability projects to target specific buildings for energy efficiency improvements. Due to the nature of the data, the dashboard can show inefficiencies based not only on location, but also time of day. This allows for instant feedback and quick action to reduce energy use and save the university money.

There is an estimated 7-10% reduction in consumption of water and energy as a result of this project.

A letter of affirmation from an individual with relevant expertise:

[IN 3 Innovation 3 Letter.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
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Curriculum	No
Research	No
Campus Engagement	Yes
Public Engagement	No
Air & Climate	Yes
Buildings	Yes
Dining Services	No
Energy	Yes
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	Yes
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://www.missouristate.edu/facilities/EnergyMgmnt.htm>

Responsible Party

Jordan Schanda

Sustainability Coordinator
Environmental Management

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Statewide Collaborative Diversity Conference

A brief description of the innovative policy, practice, program, or outcome:

The inaugural statewide collaborative diversity conference took place in 2013. The first conference drew a crowd of 300+ professionals and students from around the state of Missouri. The conference also drew in 56 organizations, 21 from outside of Springfield.

During the annual Statewide Collaborative Diversity Conference, participants can learn to expand diversity networks and create a statewide community for enhanced recruitment and retention of underrepresented professionals, faculty and students. This two-day event is designed to showcase industry-specific best practices in cultural competence, intervention, pedagogy and research. Conference presentations are conducted within these four areas of concentration, or strands (i.e., research, intervention, pedagogy and cultural competence). The conference strands provide an array of presentations from all walks of industry and organization. In addition, each stand is headlined with its own keynote, one of which is always a sub-presentation of the main keynote address.

In addition to presentations, the conference includes an array of authentic exposures to the statewide network of diversity professionals and entities drawn to the conference. The conference features its own networking and marketing room where participants meet to have snacks and display materials for other diversity activity around the state. Major sponsors are provided podium time to express corporate missions and visions for diversity. The annual awarding of the Statewide Collaborative Diversity Champion is consistently the highlight of the conference luncheon because it recognizes uncommon demonstration of diversity principles and leadership among Missourians of all kinds. The conference boasts national "edu-tainment," a premier feature that educates and entertains as a free public service to the participants and the general community. Finally, national keynote speakers complete the draw on hundreds of participants each year as the conference is host to the latest presentations of respective national diversity topics and issues.

Participants are exposed to:

- Creative examples of research-based diversity program implementation.
- Performance indicators and metrics that impact organization success and profits.
- Best practices for industry-specific training and sustainable results.
- Successful approaches to conduct diversity research.
- Unique opportunities for success and/or progression for underrepresented populations.
- Targeted approaches to cultural competence, intervention, pedagogy and research.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The Statewide Collaborative Diversity Conference is innovative in both its showcase of diversity best practices and its peripheral activities. Having sold out the first year of its existence, the conference continues to push Missouri State University to the forefront of statewide diversity leaders and to attract national talent for its annual keynote address and strand plenary. It is also the only diversity conference in the state to be supported by five regional teams and is scheduled to travel around the state beginning in 2017.

Positive outcomes of this conference include the following:

- Positions MSU for recognition of statewide leadership in diversity education.
- MSU faculty are exposed to diversity research from various industries.
- City of Springfield benefits from influx of visitors to its businesses.
- Recognition of new and/or elevated relationships between eleven sponsoring corporations in greater Springfield.
- MSU staff equipped with supervisory and co-worker diversity skill sets.

- The conference is point of origin for exponential statewide networks and development groups.
- MSU students gain direct knowledge of 21st century workplace interpersonal demands.
- Community can better envision MSU as a diversity retooling station on an annual basis.

A letter of affirmation from an individual with relevant expertise:

[IN 4 Innovation 4 Letter.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---

Diversity & Affordability	Yes
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://diversity.missouristate.edu/conference/>